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ABSTRACT

An experience-based career education (EBCE) program in the Anoka-Hennepin Independent School District 11 in Coon Rapids, Minnesota, was designed to aid students in making career decisions by the use of academic and out-of-school learning experiences. The program involved a cross-section of high school juniors from three district high schools. Students participated in individual learning experiences which were coordinated by an EBCE staff member. These experiences included placement in the business, industrial, and service agencies of the community. The project involved 115 cooperating sites and over 225 resource persons. A third-party evaluation of the demonstration project, entailing six parts (preassessment of students, survey of current students, survey of EBCE parents, survey of resource persons, survey of former students, and postassessment of students) was conducted. The evaluation identified the EBCE program as a strong, viable alternative school plan. Both current and former students and parents were extremely positive about the program. Recommendations involved coordination among the three schools, further study of EBCE student basic skill development, and providing resource persons with site evaluations by staff and students. (MN)

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ED199509

EXPERIENCE-BASED CAREER EDUCATION

DEMONSTRATION PROJECT

FINAL PROGRAM PERFORMANCE REPORT

JULY 1, 1977 TO JUNE 30, 1980

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Anoka-Hennepin Independent School District No. 11
11299 Hanson Boulevard, Coon Rapids, Minnesota 55433
Dr. Lewis Finch, Superintendent

PROJECT NO.: 502AH70022 GRANT NO.: G05-77-00197

CE 028 323

EXPERIENCE-BASED CAREER EDUCATION

PROGRAM PERFORMANCE NARRATIVE

July 1, 1977 to June 30, 1980

For convenience the program performance narrative will be broken down into 9 chronological segments:

JULY 1, 1977 to SEPTEMBER 30, 1977

OCTOBER 1, 1977 to DECEMBER 31, 1977

JANUARY 1, 1978 to MARCH 31, 1978

APRIL 1, 1978 to JUNE 30, 1978

JULY 1, 1978 to SEPTEMBER 30, 1978

OCTOBER 1, 1978 to DECEMBER 31, 1978

JANUARY 1, 1979 to JUNE 30, 1979

JULY 1, 1979 to DECEMBER 31, 1979

JANUARY 1, 1980 to JUNE 30, 1980

Each segment will cover the following:

I Accomplishments

II Major Activities & Events

III Problems

IV Publicity Activities

V Dissemination Activities

VI Data Collection & Evaluation

VII Other Activities

VIII Staff Employment & Utilization

IX Staff Development

SUMMARY OF REPORT

The Experience Based Career Education (EBCE) Program of Anoka-Hennepin District 11 was federally funded from July 1, 1977 to June 30, 1980. The funds were used to replicate and demonstrate the EBCE Model as developed by the Appalachia Educational Laboratory (AEL) in Charleston, West Virginia.

A prime goal of the program, as stated in the Proposal to Demonstrate, was to achieve the intent of the Part D portion of the Vocatinal Amendments of 1968-P.L. 90-576:

1. Possess the potential for reducing the level of youth unemployment.
2. Contribute to creation of bridges between school and the world of work.
3. Promote cooperation between public employment service agencies.
4. Broaden occupational aspirations and opportunities for young people.
5. Emphasize services for youth who have academic, socioeconomic, or other handicaps.
6. Apply proven results of vocational education research and experimentation in public school setting and operation.
7. Provide for the participation in the program of students enrolled in private, non-profit schools.

In the proposal to demonstrate the Anoka-Hennepin School District stated the EBCE Program was to be operated as a total and comprehensive educational alternative within the structure of the district and the three senior high schools.

Student participation was to be based on volunteer application of juniors, and selection was to represent a cross-section of student population. The program was designed to aid students in making career decisions by the use of academic and out-of-school learning experiences.

The district further promised to elicit the cooperation of business, education, government, and industry to support the EBCE Program and its goals.

The implementation of the program was to follow all existing local, state, and federal laws including Title IX of the Education Amendments of 1977, the Civil Rights Act of 1964 as amended by the Equal Employment Act of 1972, the Minnesota Human Rights Act, and the policy of the Anoka-Hennepin Independent School District 11.

To assure accountability and effectiveness, procedures were set down in the proposal to insure proper spending of funds and to provide for a third party evaluation of program effectiveness.

It is the belief of the Anoka-Hennepin School District that all conditions of the proposal have been fulfilled. This belief is supported by the chronological narratives that follow and the commitment made by the district to totally fund the program for the 1980-81 school year.

The EBCE Program has successfully replicated and demonstrated the EBCE Model as developed by the Appalachia Educational Laboratory. The model developed has been a high fidelity model with only minimal local adaptions. The Anoka-Hennepin District feels that the program has met all seven parts of the Part D portion of the Vocational Amendment of 1968-P.L. 90-576.

The EBCE students have gained knowledge and expertise about job seeking and job maintaining skills. These skills have been obtained by the AEL curriculum career materials, an annual job interview simulation fair, and the work of the EBCE staff. The actual on-site experiences have been extremely beneficial to the EBCE students and these benefits have been clearly demonstrated in the final third party evaluation.

The cooperation between the EBCE Program and public employment service agencies has been excellent. The program has a good working relationship with the Minnesota State Employment Service and the Anoka County CETA office. In fact, the Coon Rapids office of the Minnesota State Employment Service is an experience site for our students, and the Anoka County CETA Displaced Homemakers project and the EBCE Program have a working agreement to share resources.

The broader occupational aspirations and opportunities for EBCE youth have been served through the program experiences the students have been exposed to, by their explorations of occupations and work situations. This was illustrated by the student surveys in the final evaluation. In addition, the EBCE Program provided services to youth with academic, socioeconomic and other handicaps, including learning disabilities.

Although the Anoka-Hennepin School District has provided for participation by students enrolled in private, non-profit schools, no such students have applied to the EBCE Program.

Overall, the EBCE Program of District No. 11 has provided a total and comprehensive educational alternative within the district and the three district high schools. The students have represented a cross-section of the student population.

The community support of the program has been gratifying. There are currently 115 cooperating sites with over 225 resource people sharing their time and expertise with the EBCE students. The support of the local media has been excellent, as noted by the numerous articles published in the local newspapers and by public service announcements on local radio.

The EBCE Program has followed all existing federal and local law on equal opportunities. A special effort was made to help eliminate sex-bias and sex-role stereotyping behavior by students. Evaluation results have indicated that EBCE students show significantly less sex-bias than the control group.

The district has maintained careful fiscal responsibility in spending of the federal funds. The final fiscal statement is included in this report.

The evaluation by the third party evaluator, Dr. Tim Wentling of Evaluation Consultants indicated that over the three years of the project the EBCE students show a more positive attitude toward their learning environment and displayed less sex-role stereotyping than students in the traditional programs. In addition, parents and resource people have a very positive attitude about the EBCE program.

The third party evaluation also praised the EBCE Program for adapting to needs and changes over the three year period, for utilizing the community advisory committee effectively, for providing effective communication with students, parents, and community resource people, and for maintaining effective administration and management. The third party evaluation revealed a mixed report on student skill abilities and progress, but the problem may be that the tests used do not reflect EBCE related goals.

FINAL PROGRAM PERFORMANCE REPORT

Part D - Vocational Education Exemplary Project - 13.502

PROJECT NO.: 502AH70022

TITLE OF PROJECT: Demonstration of National Institute of Education

GRANTEE ORGANIZATION: Anoka-Hennepin Independent School District No. 11
1 41 600 8267 A2

PERIOD COVERED: July 1, 1977 to June 30, 1980

GRANT NO.: G05-77-00197

PROJECT DIRECTOR: Gerrie Driessen

Date Submitted: September 30, 1980

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The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

The final conclusions of the summary report years I, II, and III were:

1. EBCE students tend to perform less well on tests of basic skills when compared to a sample of students in the regular program.

2. Sex-role stereotyping of jobs has been reduced by the EBCE Program.

3. The attitude toward EBCE by parents is extraordinarily positive.

4. The support for EBCE within the community is outstanding.

5. Student and former student perceptions of the EBCE Program are very good.

6. The integration of an initially externally supported program into the regular operating program of District No. 11 is commendable.

The complete final evaluation is contained in appendix B.

In conclusion, the EBCE Program has proven successful. The goals as stated in the proposal have been accomplished. The academic shortcomings, if they really do exist, should be remedied by a more stable staffing situation this year and operations expertise gained with three years experience.

PROGRAM PERFORMANCE REPORT
NARRATIVE
July 1, 1977 to September 30, 1977

I. ACCOMPLISHMENTS DURING THIS PERIOD

A. Selected and hired staff with varied backgrounds, both in education and work experience outside of education, who displayed evidence of being reasonably free of sex bias and sex-role stereotyping.
B. Subcontract negotiated with AEL for staff training, technical assistance, and materials.
C. Training of project staff completed by AEL trainers.

II. MAJOR ACTIVITIES AND EVENTS

Major activities during the first quarter of the project include:

A. The interviewing and hiring of EBCE staff - program manager, three learning coordinators, experience site analyst, and administrative secretary.
B. Staff visitation of Fond du Lac, Wisconsin, AEL/EBCE site during their student orientation week, September 6 through 8, 1977.
C. The training of EBCE staff by Karen Pfiffner and Chris Lewis of the Appalachia Educational Laboratory from September 26-30, 1977. The training took place at the District No. 11 EBCE site in Anoka, Minnesota to enable administrators, counselors, State Department of Education personnel, and other District No. 11 staff interested in the program and its methods to be included. The EBCE staff received training in the following: (1) all aspects of the AEL/EBCE instructional delivery system; (2) recruitment and analysis of community experience sites; (3) development of a community advisory council; (4) planning for program startup and operation. All staff were trained in all aspects of the program in order to better understand one another's roles.
D. A special invitational information session was held at District No. 11's Educational Service Center utilizing the resources of Karen Pfiffner and Chris Lewis on September 28. Invitations were sent to State Department of Education personnel, area legislators, career education directors in the metropolitan area, curriculum specialists, administrators, principals of local public and private high schools, representatives of chambers of commerce, and other interested citizens. The session was well attended.

III. PROBLEMS

Staff hiring was somewhat behind schedule due to internal delay of project director receiving official notice of grant award.

IV. PUBLICITY ACTIVITIES

The following publicity activities are attached:

(1) Anoka-Hennepin District No. 11 Back to School News - August 26, 1977 distributed to all residents.
(2) Bannerline staff newsletter (distributed to all District No. 11 staff and mailed to an extensive list of interested citizens) - October 24, 1977.
(3) Invitation to a special EBCE presentation.

V. DISSEMINATION ACTIVITIES

N/A This quarter.

VI. PROGRESS ON DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES

Request for proposal for third party evaluator developed and distributed to interested bidders.

VII. OTHER ACTIVITIES

N/A

VIII. STAFF EMPLOYMENT AND UTILIZATION

As soon as possible after receipt of the grant award, job descriptions for all positions were advertised to Anoka-Hennepin School District No. 11 staff currently employed, and sent to placement offices and agencies throughout the United States in compliance with the school district's Equal Employment Opportunity Affirmative Action Policy. Positions were advertised in major Twin City newspapers as well. Interested applicants were required to send resume and credentials to the Director of Secondary Vocational Education serving as Project Director.

Interviewing of applicants for the position of program manager began in August. The interview team consisted of Garth Lappin, Director of Secondary Education, Donna Lander, Equal Employment Opportunity Officer and Director of Student Services, Dr. Roger Giroux, Director of Planning and Evaluation, Phil Knutson, Director of District No. 11 Area Learning Center, and Gen Olson, Director of Secondary Vocational Education. The interviewing team selected two candidates to be interviewed further by Dr. David Wettergren, Deputy Superintendent. The applicant selected for program manager was Donald E. Anderson.

The applicants for learning cordinator, experience site analyst, and administrative secretary were interviewed by Donald Anderson, EBCE Program Manager, Phil Knutson, Director of District No. 11's Area Learning Center, and Gen Olson, Secondary Vocational Education Director. An attempt was made to interview all applicants in the same manner, using the same questions, and maintaining the same interviewing team. Each applicant was granted the same amount of time during the interviewing process and was judged on the following criteria:

(1) Education preparation
(2) Work experience and background
(3) Absence of sex bias and sex-role stereotyping
(4) Personality and poise
(5) Verbal skills
(6) Enthusiasm for EBCE concept and educational alternatives

After interviewing each applicant, the team members reached a mutual decision on the applicants to be selected for the positions. All applicants were properly informed of their selection or non-selection. The EBCE staff and the date of their initial employment:

(1) Donald E. Anderson, Program Manager, August 23, 1977
(2) Sandra Hennessy, Learning Coordinator, September 6, 1977
(3) David Sekhon, Learning Coordinator, September 6, 1977

(4) Carolyn Bisson, Experience Site Analyst, September 6, 1977
(5) Don Smerlinder, Learning Coordinator, September 21, 1977
(6) Irene Johnson, Administrative Secretary, September 26, 1977

Staffing pattern was altered slightly in the secretarial area from that originally proposed. A full-time administrative secretary was hired and plans made for utilizing the District No. 11 Educational Service Center Word Processing Center for appropriate projects rather than hiring a corresponding secretary.

IX. STAFF DEVELOPMENT

Major staff development activities included the staff visit to the Fond du Lac, Wisconsin AEL demonstration site and the training conducted by the AEL staff from Charleston, West Virginia.

A SPECIAL INVITATION

Anoka-Hennepin Independent School District No. 11 has been selected to be the Minnesota Demonstration Site for Experienced-Based Career Education (EBCE) replicating the Appalachia Educational Laboratory model.

We'd like to share with you what this program, new to Minnesota, is all about.

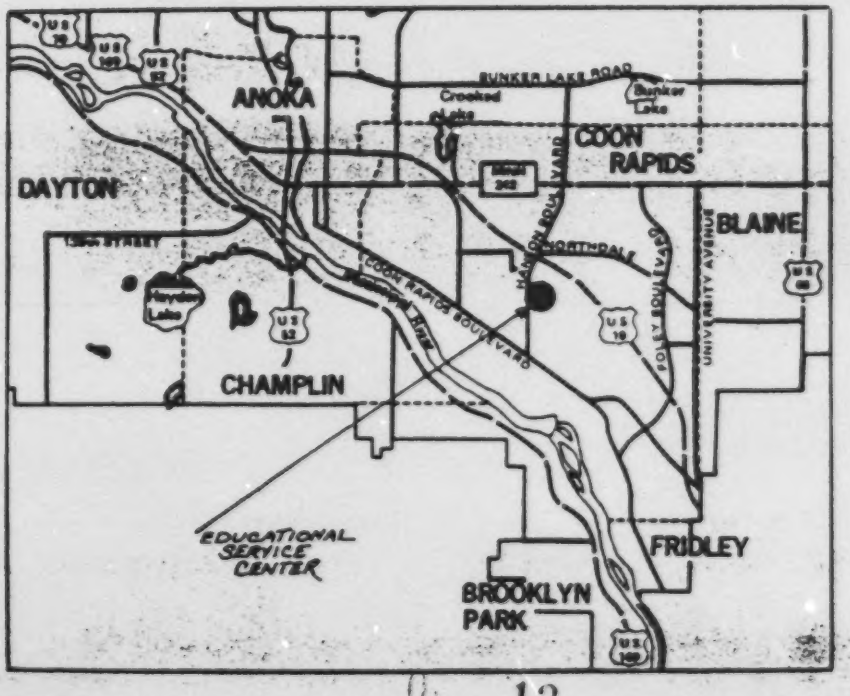
A special presentation with opportunity for discussion will be made by a representative of Appalachia Educational Laboratory of Charleston, West Virginia.

Wednesday, September 28, 1977

1:30 - 3:00 p.m.

Educational Service Center
11299 Hanson Boulevard N.W.
Coon Rapids, Minnesota 55433

RSVP Gen Olson
755-8220



Alternative high school program to begin

A new alternative senior high school program will begin in January which will include academic as well as vocational instruction apart from the regular senior high school program. "The Experience Based Career Education program (EBCE) will operate as a total and comprehensive alternative to the regular high school, offering individualized and personalized academic and vocational education experiences which earn high school credits toward fulfillment of requirements for graduation," said Gen Olson, Secondary Vocational Director for District 11. She went on to explain that the new EBCE curriculum will incorporate both the academic as well as the vocational courses for students. The EBCE will place a strong emphasis on first hand, and where possible, hands-on experiences where people are employed to produce goods and services. The EBCE students will be permitted to perform non-paid work tasks as well as observe adults in their work environment. The activities in the work place are organized jointly by the student and a learning coordinator to yield academic, career, interpersonal and occupational skills. Olson explained that a cross-section of senior high school students will be selected from those who express interest in the program this fall. Priorities will be given to students in their junior year of high school. "This program is aimed at the academically strong student as well as those who may not be having a successful experience in senior high school," she said.

The EBCE program will operate out of offices at the Sandburg building in downtown Anoka and will be available to students from each of the senior high schools and District 11 resident students at Grace Senior High School in Fridley.

How does this program differ from the regular senior high school program? Gen Olson explained that, academically, students in the EBCE program will have their own tailored program. In EBCE the students will not only be dealing with the academic disciplines of English, social studies, science, and mathematics, but they will see these basic concepts, values, and skills applied in the real world where the business of the community is conducted where goods and services are produced and distributed and where the consumer is served. Four days of each week EBCE students will be located at the community experience sites of their choosing and will observe, talk with, and become actively involved with employed adults in their normal working environment. Arrangements will be made for a designated employee known as the sites resource person to take a special interest in EBCE students by answering questions, introducing them to other employees, helping them to understand what happens in that particular place of business. Olson emphasized that EBCE is not a replacement for the already exciting vocational programs or on-the-job training program. It is a first-hand experience in the world of work that will assist them in making better educational and future career decisions. The students are not paid for the time spent doing "hands-on" work activities at the experience sites since these experiences are for the sole purpose of furthering the students learning. They will stop short of becoming commiercially productive for the employer. At no time will EBCE students replace or prevent the employment of job-ready persons in the community labor force.

A minimum of one day each week will be reserved for conferences with the students learning coordinator at the EBCE learning center. The learning coordinators help the students develop their job experiences into academic experiences which then go into earned high school credits. This is accomplished by building interdisciplinar projects and assignments with specif learning objectives tailored to eac student's academic needs. Olson em phasized that there are two key priorities the EBCE program. They are: (1) Creatin highly individualized programs for studen with learning experiences uniquely a propriate to each individual, and (2) recognize the interrelationship of subje matter areas rather than treating eac course as a separate set of event Therefore, the EBCE student will e perience a highly personalized progra with personally selected people, place topics, and methods for learning.

Gen Olson said that the EBCE program a giant step in the direction of helping mo young people to acquire experience in t world of work while still enrolled in hi school.

"It will help dispell notions that som young people have about how jobs are o tained and success is achieved," she sa Experience in several job settings w broaden the students perspectives rath than cause him to rely on over-simplifi rules for achieving job success she co cluded. Students will be able to choose t program for either one semester or a fu year.

BACK TO SCHOOL NEWS
Anoka-Hennepin School District No. 11
8/26/77

BANNER LINE

STAFF NEWSLETTER

October 24, 1977

EBCE STAFF BEGINS WORK

The staff for District 11's newest alternative educational program, the Experienced Based Career Education (EBCE) is employed and preparing to accept students in January. Don Anderson is the program manager. Working with him are: Carolyn Bisson, an experience site analysist; Sandra Hennesey, learning coordinator; David Sekhon, learning coordinator and Don Smerlinder, learning coordinator.

The program is housed at the Sandburg Middle School in Anoka.

L-R, Don Smerlinder, Carolyn Bisson, Sandra Hennesey and David Sekhon.

DONALD ANDERSON
EBCE Program Manager

EBCE program manager

Donald Anderson has been named Program Manager for School District 11's new Experienced-Based Career Education Program. The new comprehensive high school alternative program will begin in January for students and will be housed at the Sandburg Building in Anoka.

Anderson, who has spent the last eight months on a special study program at the University of Minnesota, has been a Trade and Industrial Cooperative Training Coordinator at Coon Rapids Senior High School for the past 8 years.

A native of Askov, Minnesota, Anderson graduated from high school in 1956. He attended the University of Minnesota, Duluth, completing a Bachelor of Science Degree with a major in Industrial Education in 1960. He graduated from Colorado State College, Greeley, Colorado in 1968 with a Masters Degree in Secondary School Administration. He is just completing an eight month sabbatical study at the University of Minnesota as one of four E.P.D.A. Fellows selected by the State of Minnesota for leadership development in Vocational Education.

His teaching career dates back to 1960 when he joined the Buffalo, North Dakota staff as both a teacher and principal. In 1965 he came to Coon Rapids Senior High school, first as an industrial arts teacher then as the trade and industrial cooperative training coordinator. Anderson, his wife and four children live in Andover.

PROGRAM PERFORMANCE REPORT
NARRATIVE
October 1, 1977 to December 31, 1977

I. ACCOMPLISHMENTS DURING THIS PERIOD

A. Community Advisory Committee was organized.
B. EBCE information was presented to students and parents.
C. Applicants and parents were interviewed and participants selected by December 16, 1977.
D. Third party evaluation proposals were evaluated and contract awarded.
E. Fifty-seven experience sites were obtained with 167 resource people agreeing to participate. Learning guides for each site were developed.

II. MAJOR ACTIVITIES AND EVENTS

Student Recruitment and Selection

Student recruitment for the second semester of the 77-78 school year when EBCE would be in operation took place in November and December of 1977. Presentations were given to all 11th grade history classes in Anoka, Blaine and Coon Rapids Senior High Schools reaching approximately 2,000 students. Six hundred and fifty students completed interest forms following the presentations. Private school students were informed of the recruitment process through newspaper articles and communication with Brother Milton, Principal of Grace High School, in the neighboring community of Fridley.

Three parent information sessions were held in the high schools. Parents were given a presentation about the EBCE program and what would be expected of their son or daughter if selected to participate. Those present expressed great interest asking many excellent questions. Approximately 150 parents attended the information sessions. One hundred and twenty-six students submitted applications. All applicants and their parents were interviewed. Sixty students were selected to represent a cross-section of the student population and male/female balance.

Community Advisory Committee

A community advisory committee was formed including representatives of business, industry, labor, government, concerned citizens, branches of Commerce and EBCE students. The first meeting was held on December 1, 1977. The copy of the minutes and committee membership are attached.

Experience Site Recruitment and Analysis

During the months of October through December, the learning coordinators and experience site analyst worked extensively in developing community experience sites. Learning guide booklets were written for 57 experience sites with 176 resource persons in a wide variety of careers agreeing to participate with the program.

III. PROBLEMS

N/A this quarter.

IV. PUBLICITY ACTIVITIES

The following publicity activities took place during this quarter: Copies are attached.

- ABC Newspapers - Friday, October 7, 1977, article on the school page
- Anoka Union - November 11, 1977, on city commission consideration of EBCE
- Cardinal Highlights - Coon Rapids Senior High Newspaper, Wednesday, November 16, 1977
- ABC Newspapers - Friday, December 2, 1977, editorial on EBCE program
- ABC Newspapers - Friday, December 2, 1977, on interest in EBCE
- ABC Newspapers - Friday, December 9, 1977, on EBCE Advisory Committee
- KANO Radio, November 22, 1977, from 8:00 to 8:45 a.m., a talk show program with Dave Sekhon, Learning Coordinator and Carolyn Bisson, Experience Site Analyst
- KANO Radio, December 13, 1977, 7 a.m. Superintendent's morning program featured Don Anderson, EBCE Program Manager

V. DISSEMINATION ACTIVITIES

The major thrust of this quarter in the project has been to prepare for implementation of the AEL/EBCE model. Major activities in communicating this program within and outside of the school district have been the responsibility of Don Anderson, Program Manager. The following activities took place in this area:

November 9, 1977 Don Anderson gave a presentation at the state meeting of Secondary Vocational Administrators. Following this presentation the District 11 demonstration site was visited by representatives for the St. Paul, Minnesota school system. Others expressed desire to visit in the future.

In addition to many presentations given to business organizations in the process of developing experience sites, the following group presentations were made by Don Anderson:

October 6, 1977 - Presentation to the Lay Curriculum Advisory Committee of Anoka-Hennepin District 11.
October 14, 1977 - Presentation to the Anoka Area Vocational Technical Institute counselors.
November 16, 1977 - Presentation to the Anoka-Ramsey Community College counselors and staff.
November 23, 1977 - Minnesota State Facilitators Meeting at the University of Minnesota.
November 29, 1977 - Presentation to Coon Rapids Chamber of Commerce.
December 7, 1977 - Presentation to Anoka-Hennepin School District 11 Social Studies Department Chairpeople.

VI. PROGRESS ON DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES

Third Party Evalaution

The third party evaluation contract was awarded to Evaluation Consultants under the direction of Dr. Tim Wentling after thorough review of all evaluation plans submitted. Other proposals were submitted by: Dr. Orville Nelson of the University of Wisconsin-Stout, Menomine, Wisconsin; Dr. Larry R. Johnson, Fridley, Minnesota; Dr. Robert Clyde of Augsburg College, Minneapolis, Minnesota; and Dr. Fred C. McCormick of Educational Management Services, Inc., Edina, Minnesota.

VII. OTHER ACTIVITIES

N/A

VIII. STAFF EMPLOYMENT AND UTILIZATION

All staff put a concerted effort into the recruitment and development of experience sites and resource persons during this quarter, developing the learning guides as the arrangements were finalized.

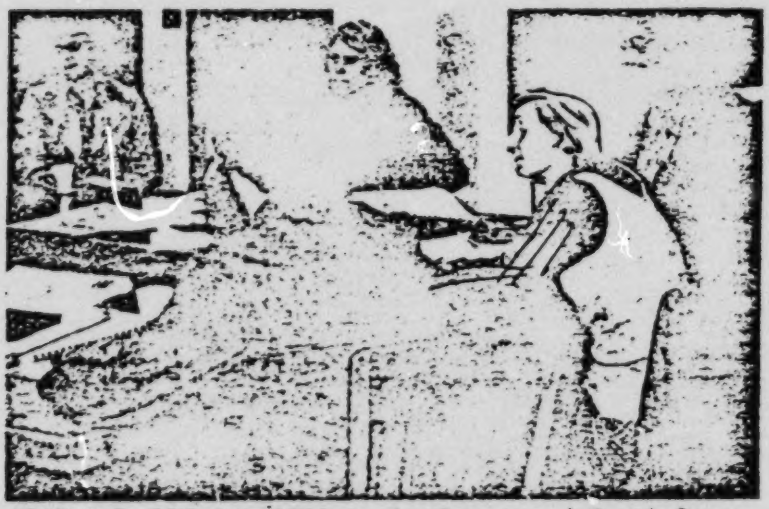
IX. STAFF DEVELOPMENT

Don Anderson, Program Manager, attended workshop on District No. 11 program budgeting and accounting conducted by Superintendent finch and District No. 11 Finance Director, Wayne Headlee.

THE SCHOOL PAGE

District 11 starts unique career-based program

DON ANDERSON is program manager for District 11's new Experienced-Based Career Education program. Irene Johnson will serve as secretary.



LEARNING COORDINATORS in the Experienced--Based Career Education program are Dave Sekhon (front), Sandy Hennessy, (right) and Dave Smerlinder. At left is secondary vocational director for District 11. Gen Olson, and Caroline Bisson, center, is work site analyist for the program.

by Mary Olson

The entire community will become a classroom for District 11 high school students involved in the new experienced-based career education program beginning this year.

District 11 was chosen as the site to demonstrate the experienced-based program in Minnesota. The program will be the only one of its kind in Minnesota and will serve as a demonstration for other school districts interested in instituting a similiar program in their schools, according to Gen Olson, secondary vocational director for District 11.

"There is an experienced based program in 49 of the 50 states and all the programs have been very well tested and documented. We are not trying out or experimenting with something that has never been tested," stressed program manager Don Anderson.

According to Olson, the program has proved very successful in other districts.

"This is an alternative to the traditional high school for eleventh graders," said Olson.

Anderson noted that data from such programs in other states have proven conclusively that students do as well or better than students in the traditional schools and they excell in career decision making skills and communication skills."

The program District 11 has chosen to duplicate is based on the model developed by the Appalachia

City Co

studies

Anoka Union 11-11-77

City Commission Monday agenda

Following is the agenda for the City Commission Monday, Nov. 7 at 7:30 p.m. in the commission chambers of city hall.

Roll call.

Approval of minutes: Oct. 17,

Open forum.

Park Board matters: consider Park Board minutes of Oct. 27; acknwledge golf course diseased tree report.

New business: review, discuss and approve final plans and specifications for backwash water treatment facilities; presentation by Anoka-Hennepin Dist. 11 representative on "Experienced Based Education Program", discussion: implementation of 911 Emergency Telephone Service; discussion: staff recommendation for amending snowmobile ordinance; Greenhaven lessee request to remodel premises; consider request to waiver rules to place a monument in Forest Hill Cemetery.

Old Business: discussion: insurance coverage for city umbrella and public officials liability; consider REA—city agreement for city's acquisition of REA lines in NE area; discussion: South Ferry Street traffic and proposed signal installation petition request for Benton Street.—State Highway response.

Fertilizer request for Greenhaven Golf Course.

Licenses and permits: dance permit application for St. Stephen's School, Dec. 31; tree care license for Dick Mansfield.

Miscellaneous.

Approval of bills.

The commission was asked to endorse a District 11 "experienced based education program" at Sandburg School for up to 20 junior high school students, which would involve students exploring possible careers after observing city professional staff and other professional skilled resource persons on the job. They would also like office space at city hall.

The state is eligible for funds for the program, the commission was told. This "alternative learning program" for junior high schoolers has been tested and is "highly successful", a representative said. Students would earn credits and they would also have to complete their academic programs as well. They would be pre-tested and post-tested after the course. Depending on the career being explored, the course could run from a few days up to 13 weeks.

About 20 juniors would be screened and picked, and working with the staff at Sandburg, the student would explore possible careers with resource people, such as the city engineer. The student would be allowed to observe and in some cases assist the resource person, who would act as a sounding board for the student, in an attempt for the student to get an idea of which direction he or she might take in choosing a career.

This is the only program of its type in Minnesota and students are being screened now, the commission was told. There is funding for a three year period and it is expected to be a self sufficient program in three years with other school systems paying to train here, the commission was told. The program is planned to last until the last week in January.

The commission will decide at the next meeting whether to endorse the concept.

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District 11 career education program

By Jeri Massengill

Next semester 20 juniors at CRSH won't have to come to school if they are accepted for the new work program EBCE.

EBCE stands for Education Based Career Education. Instead of attending regular classes, involved students will earn credits on the job at different places of employment in the community.

Students who are accepted will meet with a learning coordinator at the Sandburg Building in Anoka. They will work together to determine the student's interests and credit needs.

A working site is then chosen which seems interesting to the student. An assignment is then drawn up by the student and coordinator which will give the student credit in a regular academic subject. The student will stay at that site from just two or three days up to thirteen days, fulfilling the assigned work.

Juniors involved in this program will go from home to their learning sites four days a week, and will meet with their learning coordinator once a week at the Sandburg Building.

Transportation will be by school bus, MTC bus, driving parents or your own car.

EBCE is designed to work for every student, and should not interfere with after school jobs or extra curricular activities, like sports, clubs or plays.

Some of the work sites which will be available are; T.V. and radio stations, clinics and hospitals, insurance agencies, restaurants, an airport, police and fire stations, factories and many more.

Many students feel a drawback to the program is that they will be working without pay. Many people also feel the program will cut them off from the school and their friends.

EBCE has been very successful at other high schools in the east. District 11 was chosen to try out EBCE in Minnesota, so just Coon Rapids, Blaine and Anoka high schools are participating. Twenty juniors from each school will be involved.

The learning coordinators have visited the three schools and explained the program to juniors during their social classes. Those interested were to fill out an application and, if needed, should call the Sandburg Building at 427-1660 for more information.

cardinal hi-lites

The HiLites is published monthly during the school year by the Journalism classes at Coon Rapids Senior High, 2340 Northdale Blvd. N.W., Coon Rapids, Minn. 55433. It is printed by ABC Newspapers in Anoka and is sold at the school for 15 cents a copy.

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Interest high in EBCE program

More than 650 juniors in District 11's three senior high schools have shown interest in a new career-oriented program being introduced in the New Year.

Called Experience Based Career Education (EBCE), District 11 is piloting the program in Minnesota. However, 49 states in the US currently have such a program.

Students, all juniors, from the senior high schools will be put in a job setting to give them an idea of what sort of career they will want to pursue when they graduate.

In this first year of the program, only 60 students—20 from each high school—are able to take part. EBCE officials are hoping to find at least a 100 job sites in which to place students.

Students will visit several job sites during the program. Starting Jan. 23 with a week-long orientation, students will then spend up to three weeks at each job site. A student may be at a job site for a few days, however.

EBCE merges academic, vocational and general education with a program of total learning to make maximum use of community resources and people.

The program was explained to Coon Rapids Chamber of Commerce Tuesday morning and received the endorsement of the chamber, with members urged to take part in the new program.

Purpose is to allow students to know themselves better by defining their interests, abilities and values to develop realistic and obtainable career and life goals.

Students, however, do continue with their academic training. They will be at the job site four days a week, and at the Sandburg Building, Anoka, headquarters of EBCE one day a week working with one of the three learning coordinators.

Program manager Don Anderson said students gain a broad understanding of the world of work by finding out what they can expect from it and what it would require of them.

By visiting several job sites, students, who will choose the jobs they will be going to, will be able to determine where their career interests lie in pursuing further education.

The program will also enable the student to build his decision-making skills in determining the sort of job he or she wants to go into. They will also be exposed to the adult world outside the traditional school setting.

The District 11 pilot program is being funded entirely by the federal government the first three years. It is designed to demonstrate to the rest of the state an alternative form of education that emphasizes learning by doing.

Anderson said the job sites are the student's classroom as he or she observes the resource person at work, and also takes part in some of the work. He said state legislators had offered to take students as interns, and County Commissioner Roy Johnson will have a student intern.

He told chamber members a number of area businesses and government organizations had agreed to take part in the program, including the city of Coon Rapids, Mercy Medical Center and ABC Newspapers, publishers of the Coon Rapids HERALD.

He emphasized that EBCE is not a skills training program, nor are students paid for whatever work they do, unlike the DECA, VICA, CREST and WE-CEP programs run at high schools. Anderson was VICA coordinator at Coon Rapids High School before taking this position.

"It aims to provide exposure and experience in a number of different work situations to help students clarify their future career direction," said Anderson.

Students will get high school credits for completing learning activity sheets specifically designed for each job site. A third-party evaluation will take a look at the program as a whole after the first year.

The resource person will aid and assist the student in understanding the job and applying the learning activities to the work site, said Anderson. Credits earned in the EBCE program count toward graduation requirements.

Anderson said students at all levels of academic ability will be accepted in the programs. "The fact that some 650 students have expressed an interest shows there is a need for the program," said Anderson.

"Once the junior has completed the program, he or she will be able to go back to school their senior year and take the specialized courses related to the job in which they are interested. The same applies in choosing their further education."

"This program will show there is more than one way to learn. The traditional school setting is one way. But students can also learn in the community, for example, by learning English through using it every day on the job."

Anderson said evaluation of programs in other states show that students do just as well in gaining credits as students in the traditional school setting. "The model has been proved effective elsewhere," said Anderson.

Carol Bissone, site analyst for EBCE, said the program is designed to build maturity in the student. That is why it will be a random sampling of students in the program, rather than from any one particular academic level.

Anderson emphasized that parents would also be involved. They were invited, together with students, to an information night at each of the three high schools at which the program was explained.

Parents are also interviewed during the student selection process, and a parent conference will be held once the program is underway.

ABC Newspapers 12-2-77

EBCE program

Minnesota, which generally prides itself on the quality of its education in comparison to the rest of the United States, has been somewhat backward in its acceptance of a program called Experienced Based Career Education. However, that is about to be rectified with Anoka-Hennepin School District 11 beginning in January a pilot, demonstration EBCE program, the first and only one in the state. For the first three years it will be funded entirely by the federal government.

It is a program that should be encouraged and become a regular part of the education process, not only in District 11, but in the state. Basically, it takes juniors in high school out of the traditional school setting and places them in a variety of job sites to learn what the job entails, observe and practice that job, so the student can make an intelligent assessment of the sort of job he or she will want to pursue once their education is complete. It will also allow them to take the specialized courses needed for the job they decide on both in their senior year of high school and in college. But their regular academic requirements are not neglected. They get credit for the work they do on the job—they are not paid, however—and one day a week they work with a learning coordinator on academic necessities. Experience in other parts of the country—49 states have the program—has shown that students in the EBCE program do just as well credit-wise as students in the traditional setting.

Judging by the response to a series of information meetings at the three District 11 high schools, there is a great deal of interest in the program. More than 650 juniors have expressed an interest in taking part in EBCE. However, in this first year of the program, designed to start Jan. 23, only 60 places are open, 20 from each high school. Applications are being accepted in the near future, and since September, the EBCE staff headed by program manager Don Anderson, have been out beating the bushes for job sites. Response has been good, from all reports, and it is hoped to have some 100 job sites by the January kick-off. Students stay on job site a maximum of three weeks, so they will get the opportunity to see and experience a variety of job opportunities. Students choose the job sites they wish to go to.

The program is for students at all academic ability levels, and they learn by doing. It is an alternative form of education, practical in nature, but also important in helping students choose the sort of career they wish to enter. They also get a broad understanding of the business world, and also of the adult world outside the traditional school setting. They learn what would be required of them in a particular job and what they can expect to get out of it. They will also learn basic communication skills by being on the job, and be able to build decision-making skills.

EBCE is not like the VICA, DECA, CREST and WE-CEP programs at the high schools because it is not designed to be a skill training program, nor are students paid for the work they do. It aims to provide exposure and experience in a number of different work situations to help students decide on their future career plans.

We believe this program will serve a useful function in the school district, and also for the business community, and we encourage area businessmen to take part in the program. There is a need, as has been demonstrated by the initial response among students. That need will hopefully be met by this program—Peter Bodley.

ABC Newspapers 12-9-77

EBCE advisory committee formed

An advisory council to assist with District 11's new Experience Based Career Education program formed last week, bringing together local representatives of business, labor, education and government.

The 14-member advisory council was formed to provide guidance and assistance to the staff of EBCE concerning philosophy, objective, curriculum and community site utilization.

EBCE, a new program in District 11, is designed to provide high school juniors with experience in many different career areas combined with academic work.

District 11 has been awarded a grant from the U.S. Office of Education to demonstrate EBCE for other schools in the state. District 11 is using a model developed and tested by the Appalachia Education Laboratory.

Don Anderson, program manager for EBCE, explained the program Thursday to members of the new advisory council. He presented a slide show on the Appalachia EBCE program and described the review selection process for EBCE students.

EBCE staff members made presentations on the program to students at Anoka, Blaine and Coon Rapids High Schools. As a result, about 650 students expressed interest in the program.

A selection process including written applications and interviews will be used to choose 60 students for participation in EBCE, beginning the second semester of this school year.

Members of the advisory council voted to approve the selection process and asked that staff report later on how well it worked.

Members of the advisory council are Dorothy Andrews, First Mid America State Bank of Coon Rapids; William Ayers, Cornelius Company; Len Cadett, liaison from the State Department of Education; John Cottingham, city manager of Coon Rapids; Doris Hable, personnel manager for Powers Department Stores; Nancy Henrickson, area manager for the Minnesota Department of Employment Services and Erling Johnson, citizen member.

Others members include Jim Nixon, personnel department, Anoka County Courthouse; Mary Olson, ABC Newspapers; Jane Preston, Minnesota Advisory Council on Vocational Education and Minnesota Council on Economic Status of Women; Marilyn Rumreich, Randi Lyn Bridal Design; Jerry Staples, Title IV, District 11; Elaine Voss, citizen representative; and Joann Waldron, Mercy Medical Center.

Ex-officio members are program manager Don Anderson; Phil Knutson, Director of the Area Learning Center; Garth Lappin, Director of Secondary Education, District 11; Gen Olson, Secondary Vocational director, District 11; and John Weaver, School Board liaison.

PROGRAM PERFORMANCE REPORT
NARRATIVE
January 1, 1978 to March 31, 1978

I. ACCOMPLISHMENTS DURING THIS PERIOD

A. Increased number of experience sites to 81 and resource persons to 178.
B. Conducted a successful week or orientation for 59 EBCE students and placed all students on experience sites by January 30, 1978.
C. Pretested 59 EBCE students and students from the three senior high schools who agreed to participate in the two comparison groups.
D. Repeated the process of student recruitment and selection for this 1978-79 school year, completing the selection for one school and holding open enrollment from the other two.
E. Strengthened role of Community Advisory Committee through monthly meetings, approval of committee rules and carrying out program of work.

II. MAJOR ACTIVITIES AND EVENTS

A. A full program of orientation was planned and carried out the week of January 23-30, 1978, by EBCE staff. A schedule of activities and other related materials are included in the Appendix under Student Orientation.
B. During the month of March, the process of student recruitment and selection was repeated with selection of students for the 1978-79 school year completed by March 30, 1978 for Anoka Senior High. Enrollment was left open for Blaine Senior High and Coon Rapids Senior High.
C. The EBCE Community Advisory Council met on January 6, February 7, and March 9, 1978. Meeting rules were adopted and members through subcommittee and committee as a whole provided valuable input both through positive reinforcement and suggestions for areas needing improvement.

III. PROBLEMS

During the orientation week, after finding out what would be expected of her regarding hours on the experience sites and amount of academic work, one student decided to drop the program. The reason given was that she would miss her peers too much at the home school. Since orientation week one other student whose parents moved out of the school district has dropped leaving a total of 58 students.

During the first week the students were placed at community sites, the AEL Student Attendance Reporting Form was used. There was a need for a refinement in the attendance form and procedure which would make students more accountable. A new form was devised which has improved the attendance procedure.

IV. PUBLICITY ACTIVITIES

The widest coverage of any publicity article appeared in the Cornelius Company Newspaper. The paper Cornelius Today, which has worldwide circulation, included a story on EBCE in the January-March 1978 edition.

EBCE has continued to have excellent local newspaper coverage.

ABC Newspapers - January 27, 1978
ABC Newspapers - February 10, 1978-EBCE Off and Running
ABC Newspapers - February 10, 1978-AD designed by student
ABC Newspapers - February 17, 1978-Featuring experience site - Mercy Medical Center
ABC Newspapers - March 10, 1978-Parent Information Night

V. DISSEMINATION ACTIVITIES

Don Anderson, Program Manager, gave presentations on January 27, 1978 to District No. 11 Math teachers, and on February 16 to District No. 11 Science Department Chairpeople.

Visitation and other disseminating activity was not solicited during this time when EBCE was becoming fully operational.

VI. PROGRESS OF DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES

The two comparison groups identified in our original proposal were formed. One comparison group was made up of students who applied for EBCE but were not selected. Students were selected to represent a cross section of the school population. The second comparison group was made up of students from the three high schools who did not apply for EBCE. Students were randomly selected to represent a cross section of the school population.

The preassessment data for the EBCE and the two comparison groups was collected by the third party evaluator during student orientation week in January and in early February, 1978. The instruments administered were:

1. Comprehensive Test of Basic Skills (CTBS) Subtests 2 and 7.
2. Career Maturity Inventory (CMI) Attitude Subtest.
3. Student Attitude Survey (SAS)
4. Jobs Questionnaire
5. Student Information Questionnaire

In addition to the data collection, Dr. Wentling and his evaluation team made visits to EBCE demonstration site and met with EBCE staff regarding evaluation plans and process evaluation.

VII. OTHER ACTIVITIES

Don Anderson, EBCE Program Manager; Phil Knutson, Director of the Area Learning Center; and Gen Olson, Secondary vocational Director, attended the National EBCE Network Conference in Washington D.C. on February 28 through March 2, 1978. The theme of institutionalization of EBCE brought insights into challenges ahead as that becomes a goal through the second and third year of the demonstration project.

VIII. STAFF EMPLOYMENT AND UTILIZATION

A math/science tutor was employed on a part time basis to assist students in these areas. The tutor is a college student with an emphasis in course background of mathematics and the sciences.

Staff functioned within the roles as defined in the original proposal with the exception that the Experience Site Analyst, as a certified person, requested and was granted the opportunity to work with three students. This decision lead to inadequate emphasis on site development and prompt student placement by the Experience Site Analyst.

IX. STAFF DEVELOPMENT

Technical assistance was provided by Chris Lewis of the Appalachia Education Laboratory during orientation week.

Staff meetings were held on a weekly basis for identifying and meeting needs before they became problems.

CORNELIUS TODAY

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CORNELIUS TODAY

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Company Sponsors Career Training For 60 Students

The Cornelius Company has become a classroom for some 60 high school students from Anoka, Coon Rapids, and Blaine, Minnesota.

As a participant in the Experience Based Career Education Program, Cornelius is offering students an opportunity to receive on-the-job training in a number of its departments. The program is the only one of its kind in Minnesota and will serve as a demonstration for other school districts interested in instituting a similar program. A number of local businesses are serving as work sites for students.

Coordinator for the program at Cornelius is Bill Ayers, Vice President, General Manager, U.S. Manufacturing and Engineering. Students have been working at the company since late January, Bill said.

ORIENTATION FOR students in District 11's new Experienced Based Career Education (EBCE) program began Monday and students will report to their first job site next week. EBCE gives about 60 high school juniors from Anoka, Blaine and Coon Rapids High Schools the opportunity to explore various careers of their choice while earning credit at the same time. Students spend several weeks at each job site and work one day a week with an EBCE teacher on academic areas.

EBCE INSTRUCTOR Sandra Hennessey helps a student determine what career site she would like to explore.

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EBCE off and running

After months of planning and preparatory work, District 11's new Experienced Based Career Education Program (EBCE) is off and running.

Sixty students are working in a variety of jobs throughout the community—at hospitals, clinics, retail stores, banks, police departments, city government offices and in the school district.

Students will spend a couple of weeks at one job site before moving on to another site that appeals to them.

Students began orientation in the program in mid-January. After a week of interest tests, skill evaluations and career site choices, students have now begun actual work at their job sites.

They work in the community four days a week and spend the fifth at the EBCE center in Sandburg School, working on academic subjects.

Students in the program come from all three District 11 high schools. They range in ability from top honor roll students to those with low grade point averages. The one thing they have in common is an interest in sampling careers they may wish to pursue after graduation.

David Smith, a Coon Rapids High School student, has spent the past couple of weeks working with the Coon Rapids Police Department. He has microfilmed reports, used the department's computer, run errands and done a lot of filing. He has also gone out on call with policemen.

"It has been a lot of fun so far. I guess I will be here another two weeks," said David.

"I wanted to get into the program because I was interested in law enforcement and I thought this would be a good way to see if I really like it, so far I like it."

Jim Hetrick, also a Coon Rapids High School student, is working with a loan officer at First Mid-America Bank of Coon Rapids.

"I think this program is going to help me a lot when I have to decide what I want to do after high school," said Jim.

"I will be working at the bank and in the art department at WCCO T.V. I will also work at the Coon Rapids Police Department. I think I will spend about three weeks at each place.

Cynde Kopet, an Anoka High School student, decided to participate in EBCE "because I am adventurous."

"I thought the program sounded really interesting and there are a lot of different jobs I want to try out."

Cynde is working at ABC Newspapers now. "I really like creative writing so I thought I would try out a newspaper. I am not sure I want to go into journalism as a career, but it is interesting. I think I will work on the high school newspaper next year," she said.

Rebecca Holm, also an Anoka High School student working at ABC newspapers, agrees that the program will give her an opportunity to find out what career she likes while she is still in school.

"I'll have a better idea of what I want when I graduate. Since most of my work is done independently, I have more of a sense of responsibility. Now I can see first hand what it's like in the work-a-day world and I feel more prepared," she said.

Dorothy Andrews, a resource person at First Mid-America Bank of Coon Rapids, is now working with a student Kim Johnson.

"I think the program is going extremely well. I am very impressed with Kim. She handles herself very well and is confident in working with the public," said Mrs. Andrews.

EBCE is another alternative to the traditional high schools. Students receive credit for their work experience and take academic classes as well.

Studies of other such programs have found that students often achieve at higher levels than those who attended traditional high schools for three years.

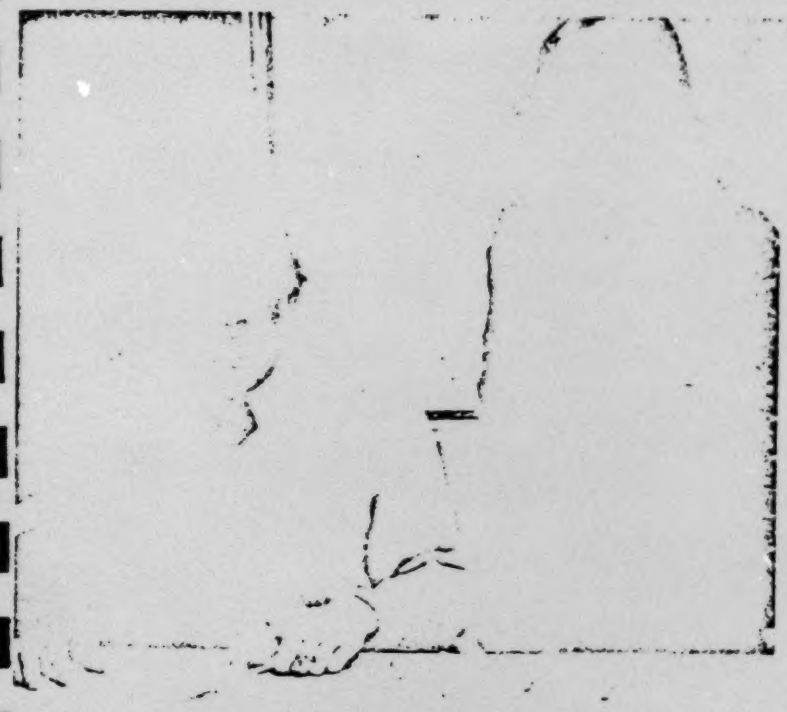
EBCE is a semester program this year, but may become a full-year program in the future. Only high school juniors are admitted to the program.

District 11 has received a three-year grant for implementation of this program. It will be used as a model to give other school districts an opportunity to study the program and its results to determine if they would like to begin such a program.

DAVID SMITH is working at Coon Rapids Police Department through the EBCE program.

EBCE off and running

ABC Newspapers 2/10/78



BECKY HOLM works with ABC Newspapers' managing editor Peter Bodley.

AD DESIGN

by

EBCE STUDENT KRIS SEVERSON

placed at

ANGELIQUES

ABC Newspapers 2/17/78

Mercy participates in EBCE

Paula Johnson, Anoka High School and Kim Marks, Coon Rapids High School are two of the students who have visited Mercy Medical Center from District 11's Experience Based Career Education Program (EBCE).

Each spent three weeks in the ARMS Day Care Center under the supervision of resource persons, Rita Giese and Mary Boynton, to explore career opportunities.

Mercy is but one of a number of area businesses and government organizations who have agreed to participate in this career-oriented program set up to give students in District 11's three high schools an opportunity to gain experience in a variety of jobs.

In addition to day care, other Mercy departments that are available for student experience include materials management, medical library and occupational therapy.

THE ARMS DAY CARE CENTER at Mercy is one area of Mercy that is available for EBCE student experience. Pictured from left are Rita Giese, resource person; EBCE students Kim Marks and Paula Johnson; Mary Boynton, resource person; Barbara Brian, medical librarian and EBCE program coordinator at Mercy; and Carolyne Bisson, experience site analyst, District 11.

ABC Newspapers 3/10/78

EBCE Parent information night

Parents of students interested in taking part in District 11's new Experience-Based Career Education (EBCE) Program for the 1978-79 school year are invited to an information night.

This meeting will be held in the cafeteria of the Sandburg school located at Monroe and 2nd Avenue in Anoka, Monday, March 13, at 7:30 p.m.

Parents of students who will be juniors next school year in Anoka, Blaine and Coon Rapids Senior High Schools as well as those attending private schools but who are residents in District 11 communities, are eligible for the program.

Applications will be accepted until Friday, March 17. Any interested students may get an application form in the Guidance office of Anoka, Blaine or Coon Rapids Senior High Schools, or from the EBCE office in the Sandburg School in Anoka.

District 11 was chosen as the site to demonstrate the Experience-Based Program in Minnesota. The program now is in its first year and is the only one of its kind in the state and will serve as a demonstration for other school districts interested in instituting a similar program in their schools.

Experience-Based Career Education finds students learning while working in various stations throughout the community - hospitals, stores, state government, newspapers, real estate offices, etc. There is no "typical student" in such programs. There may be a range of students from honor students to those who find school difficult. The program will appeal to the student who wants career experience and a personalized curriculum.

Sixty students will be selected for the program. It is open to juniors in high school. Students who are interested in the program must have their application in to the EBCE office in the Sandburg School by Friday, March 17, 1978. Sixty names will be drawn from the applications.

Students accepted will begin the program in August when the 1978-79 school year begins. The students meet in the Sandburg School Building in Anoka, but retain their "membership" in their home schools (Anoka, Blaine, Coon Rapids and any private high school that students residing in District 11 may attend).

DON ANDERSON, (left), program manager, and Don Smerlinder talk to Blaine High School parents and students.

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PROGRAM PERFORMANCE REPORT
NARRATIVE
April 1, 1978 to June 30, 1978

I. ACCOMPLISHMENTS DURING THIS PERIOD

A. Increased number of experience sites to 96 and resource persons to 258.
B. Completed student recruitment and selection for the 1978-79 school year.
C. Reclassified Experience Site Analyst position and filled position.
D. Held three meetings of the Community Advisory Council.
E. Third Party evaluators completed all testing of EBCE students and students in the two comparison groups.
F. Held an Appreciation Day for resource persons.
G. Obtained feedback from students, parents, and resource persons.
H. Final evaluation summary completed by third party evaluator.
I. Continued dissemination activities locally and outstate.
J. Fifty-seven students completed one semester of EBCE experience.
K. Submitted Year Two budget and program modifications to USOE and received approval.

II. MAJOR ACTIVITIES AND EVENTS

A. The process of student recruitment and selection was finalized for Blaine and Coon Rapids Senior High Schools. The 20 students from each high school along with the 20 students already selected from Anoka Senior High School will participate in the 1978-79 EBCE program. The 60 students were selected to represent a cross section of student population and balance as closely as possible male/female representation. A summary of student selection for each school is included in the appendix.
B. The EBCE Advisory Council met on April 6, May 4, and June 8, 1978. Copies of the minutes of the meetings are included in the appendix. The advisory council continued its active involvement and accomplished the following:
   1. Provided input to the third party evaluator on the student and parent feedback forms.
   2. Developed a resource person questionnaire and obtained feedback from the resource persons.
   3. Planned an appreciation day for resource persons which was held on June 8, 1978.
   4. Formulated plans for a resource person orientation session to be held in September, 1978.
C. Program officer, Larry Braaten, of the U.S. Office of Education in Washington, D.C. and Homer Edwards of the Region V U.S. Office of Education in Chicago visited the Anoka EBCE Demonstration Site on May 1, 1978. Dr. Brandon Smith, Director of the Minnesota Research and Development Center for Vocational Education at the University of Minnesota, accompanied them on their visit. On May 2, they met with Dr. Tim Wentling, Director of Evaluation Consultants, third party evaluator for the project.
D. A request for activation of Year Two was submitted to USOE along with budget. The second year of operation of EBCE an Information and Staff Development Specialist will be added utilizing carry-over monies. Year Two will begin a new phase of dissemination, training, and working toward the goal of institutionalization of EBCE either as an accepted alternative or as an integral part of each high school.

III. PROBLEMS

During the month of May, the need for additional community experience sites became apparent. Resource persons who had several students placed consecutively with them expressed a need for a rest between students. Although placements went smoothly, the resignation of the Experience Site Analyst resulted in a lack of new sites being developed. This problem was being corrected before the end of the school year by the hiring of a new Experience Site Analyst.

IV. PUBLICITY ACTIVITIES

The following publicity activities took place this quarter:

1. ABC Newspapers - June 16, 1978 - Feature articles summing up the first year accomplishments of the EBCE project.
2. ABC Shopper - June 21, 1978 - A seven inch by eleven inch advertisement recognizing all participating businesses. The Shopper is distributed to all residents and businesses within several municipalities.

V. DISSEMINATION ACTIVITIES

A. Donald Anderson, Program Manager, gave a presentation to secondary school principals from northern Minnesota at the Holiday Inn in Brainerd, Minnesota on April 26, 1978.
B. A slide presentation recapping the first year of EBCE was given by Lee Lundeen to Anoka-Hennepin District administrators, advisory council members, and community resource persons as part of the Appreciation Day program June 8, 1978.
C. A presentation was made by Lee Lundeen, Experience site Analyst, to the Board of Directors of the Anoka Chamber of Commerece on June 27, 1978.
D. The EBCE logo for Anoka-Hennepin School District No. 11 continues to appear on brochures, articles, letterhead, etc., to make others aware of Experience-Based Career Education.

VI. PROGRESS OF DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES

A. The second process evaluation report was completed by the third party evaluator on April 24, 1978.
B. The post-testing of EBCE students and comparison groups was completed by the third party evaluator. Students and parents also completed feedback surveys.
C. The final evaluation report was prepared and submitted by the third party evaluator.

VII. OTHER ACTIVITIES N/A

VIII. STAFF EMPLOYMENT AND UTILIZATION

A second math/science tutor was employed on a part-time basis to assist students in these areas. The tutor is a college student with a background in mathematics and the sciences.

The resignation of the Experience Site Analyst effective April 3, 1978, necessitated a shift in staff roles and duties. A temporary secretary was hired for secretarial duties, the administrative secretary assumed the placement duties, and the program

manager assumed the additional duties of experience site development. This shift in staff roles allowed the placement function to continue efficiently until a new Experience Site Analyst could be hired.

The position of Experience Site Analyst was reclassified from certificated contract position to that of a noncertificated technical specialist. This reclassification was made to attract a person with a good business and community background to be employed on a 12-month basis.

Interviews were held from May 5 through May 12, 1978, and Leona Lundeen was selected and hired. She has contributed to the EBCE project staff functioning cooperatively as a team.

The posting for the new position for 1978-79 of Information and Staff Development Specialist was sent to all AEL sites and the four regional educational laboratories on June 26, 1978.

IX. STAFF DEVELOPMENT

Technical assistance and in-service was provided by Chris Lewis and Karen Pfiffner of the Appalachia Educational Laboratory on May 10, 11, and 12, 1978.

Weekly staff meetings were held for identifying needs and determining ways of meeting them cooperatively.

EBCE hopes surpassed

by Mary Olson

The staff of District 11's Experience Based Career Education program (EBCE) has a hard time finding words that adequately express their feelings about the program's first year. Fantastic, great, highly successful or tremendous don't quite do the job.

"We had high hopes and high expectations at the beginning of the year and I think we can safely say that they have been surpassed," said Don Anderson, program manager for EBCE.

District 11 was awarded a grant from the U.S. Office of Education to develop a demonstration site for the State of Minnesota of an alternative form of high school education that emphasizes learning through experience.

The program, designed for juniors, gives students an opportunity to work at several different types of occupations and learn by doing.

The first 60 students in the program spent one semester working at a wide variety of sites throughout the community four days a week. The fifth day was spent working on academics individually or in small groups with a learning coordinator at the program's headquarters in Sandburg School.

Students, parents, learning coordinators and resource persons have all been extremely enthusiastic about the program and most feel students learn much more through EBCE than they would in a normal school setting.

A survey of students completing the program was made by staff and evaluated by an independent team of consultants. The evaluation concluded that a majority of EBCE students, 80 to 83 percent, feel the program better meets their needs than traditional programs.

About 80 percent of the students felt the program is superior to other school experiences they have had and 78 percent felt they have a more positive attitude toward education as a result of EBCE.

A survey of parents of EBCE students and resource persons was taken, but results are not yet available.

"All the comments we have had from parents have been extremely favorable, however," said Anderson.

Staff of EBCE has received letters from parents, all very enthusiastic about the program and its impact on their child.

"The parents who gave us their kids this year were really quite trusting. After all this was a new program in the school district and very different from the traditional school. But the feedback we have received from parents has all been very good," said learning coordinator Sandy Hennessy.

One parent wrote a letter thanking the staff and commented she was very impressed with the projects students do, the fact that they have homework to do and the importance of the job experience in helping her child mature.

She also commented that the learning coordinators are really dedicated to the students.

Students were asked their opinions of the learning coordinators and the results were very favorable. "Student reactions to learning coordinators is very positive in all aspects sampled," according to the survey evaluation report.

The three learning coordinators, Hennessy, Dave Sehkon, and Don Smerlinder, all agree that teaching EBCE students is more demanding than regular teaching, but far more rewarding.

"You can see many of the students develop much more self confidence as a result of their experiences on the job and meeting people in the adult world," said Smerlinder.

"Even those students who aren't great academically developed a lot of confidence and a feeling of self worth.

"It was interesting to find students who weren't really motivated to learn, all of a sudden start doing huge amounts of work. I couldn't believe the change in students, just over the period of one semester."

Sehkon found that students who were academically gifted had a channel in which to use their talents. "One student who was very good in math really used her talents at a job site by making a cost breakdown of a bridal veil. She figured how much of the cost went into overhead, operating the business, advertising, etc.," he said.

Many of the students were doing college level work. "One boy worked in the chemistry lab at Cornelius and did some really advanced things," said Smerlinder.

Students who had not succeeded academically in previous classes found themselves doing really well in EBCE.

"I had a student who didn't have any grades above a D on his transcript except for phy. ed.," said Hennessy.

"Every job site he went to had very good things to say about him and I really saw him gain a lot during the semester.

"At first he didn't even want to talk, but later on he gained confidence in himself and we had some good discussions on his assignments or on articles he had read," she said.

According to Anderson, a lot of resource persons assumed that only good students were allowed in EBCE because all the students that had worked for them had done very well.

"They didn't realize that we had the whole gamut of students, from those with straight A averages to those who barely made it in school."

Many students reported that they did much more work in EBCE than they would have done in regular high school classes.

"One girl said it would have been easier to sit in a regular classroom and get B's without having to work. She said she really had to work to get B's in EBCE," said Anderson.

Although most students have not decided on a definite career they have discovered areas that interest them and areas that don't interest them. "The most important thing, though, is that they learned the process of making career decisions," said Smerlinder.

EBCE staff all felt the resource persons at the various job sites were extremely helpful throughout the

semester.

"They really did a great job with the students and they are really enthusiastic about the program," said Anderson.

There are about 100 job placement sites now but site analyst Lee Lundin will spend the summer rounding up more sites and resource persons. She hopes to double the number of sites available to students.

Anderson credited some of the success of the program to the hard work by its advisory committee.

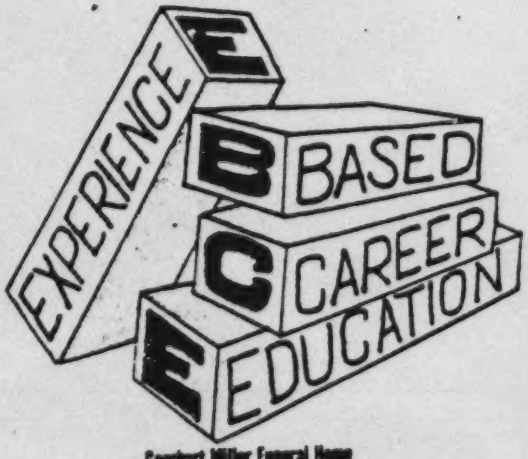
"The advisory committee members are really supportive and helpful. They have contributed a lot to the program this year and have done a lot more than is usually expected of advisory groups," he said.

EBCE STAFF and resource persons discussed ways to improve District 11's EBCE program during an Appreciation Day honoring resource persons. Resource persons and advisory committee members were awarded certificates of appreciation by EBCE program director Don Anderson.

THANK YOU!

For Your Tremendous Support!

ABC Newspapers
Angelique's Bridal Shop
Andre's Formal Wear
Anoka Aviation
Anoka County Courthouse
Anoka County Sheriff's Office
Anoka County Surveyor's Office
Anoka Electric Cooperative
Anoka Food Co-op
Anoka Hennepin Cabinet Shop
Anoka Hennepin Special Education
Anoka Hennepin Community Drama
Anoka Nursing Home
Anoka Work Incentive Office
Armstrong Ranch Kennels
Babcock, Locher, Neitzel, Mannella
Meg Beart Draperies
Blaine Auto Body
Blaine City Hall
Bloomington Cable T.V.
Camilla Rose Group Home
Camilla Rose Convalescent Home
Carlos Avery Game Farm
Carlos Avery Forestry Service
C & M Cycle, Inc.
Community Living, Inc.
Cook Ice Arena
Coon Rapids Chrysler-Plymouth
Coon Rapids City Clerk's Office
Coon Rapids Community Artist
Coon Rapids Community Development Office
Coon Rapids Fire Department
Coon Rapids Forestry Department
Coon Rapids Police Department
Coon Rapids West Library
Cornelius Company
Custom Auto Trim
Dahlberg Printing Co.
Dentists, Dr. Mix & Dr. Dvoracek
The Elegant Closet
Ed Fields Vegetable Farm
First Mid-America Bank of Coon Rapids
Flowers and Things
Franklin Elementary School



Gearhart Miller Funeral Home
Golden Rule Child Care Center
Hans' Bakery
Haven's Sporting Goods
Hennepin County Commissioner's Office
Hodne Stageberg Architects, Inc.
Holiday Inn of Anoka
Holiday Village North
J & J O'Donoghue Bookstore
Land Realty
Mercy Medical Center
Minnesota State Employment Service
Minnesota State Senator Winston Borden
Minnesota State Senator Steven Keefe
Montgomery Wards
Murray Animal Hospital
Northdale Barber Stylists
North Central Airlines
North Cities Animal Hospital
North Star Glass
Northwestern Bell Telephone Co.
Poppin' Fresh Pie Shops, Inc.
Portrait Gallery
Dr. Ramin, Chiropractor
Randi Lyn Bridal Design
Redmann's Linoleum & Carpet Co.
Restoration Enterprises
Rick's Union 76 Station
Rum River Lumber Co.
Salvation Community Center
Sandburg Middle School
Sherwin Williams Decorating World
Sartsberg Elementary School
Spa Petite
Sportsman's Club & Restaurant
Spring Lake Park Bus Co.
Sunnybrook Farm
Thermo Serv Corporation
Toni's Flower Shop
Total Look Hair Design
U. S. Soil Conservation Service
Ward Transfer Co.
WCCO Television
Zion Lutheran Pre-Kindergarten

E B C E

Anoka-Hennepin Ind. School District # 11

Call 427-1660

PROGRAM PERFORMANCE REPORT
NARRATIVE
July 1, 1978 to September 30, 1978

I. ACCOMPLISHMENTS DURING THIS PERIOD

The following objectives for the first quarter were met:

A. To interview and hire new project staff for the 1978-79 school year.
   1. Two positions were posted through the Anoka-Hennepin School District No. 11 Personnel Office:
      a) Information and Staff Development Specialist. The posting was mailed to all AEL sites and to the four educational laboratories.
      b) Teacher Aide. The position was posted according to School District guidelines.

B. To obtain additional experience sites.
   Twenty-six new experience sites were developed and the accompanying learning guides were written. Contacts were also made to the 96 experience sites that participated during the first year of program operations to solicit their continued participation.

C. To prepare the third party evaluation plan and obtain School Board approval to hire the third party evaluator.

   A contract was entered into with Evaluation Consultants for the 1978-79 school year.

D. To improve facilities and obtain necessary equipment.
   Room arrangements were altered to make better use of limited space for EBCE. A resource area was established with necessary desks, chairs, etc.

E. To obtain supplemental text reference and resource materials.
   Resource materials were purchased to give a greater variety of academic and career resource materials.

F. To negotiate a subcontract with the Appalachian Educational Laboratory. A contract was negotiated with Karen Pfiffner of the Appalachian Educational laboratory. A contract amount for technical assistance and program materials totaled $7,487.

G. To attend the regional AEL/EBCE Conference held in Madison, Wisconsin on August 14-17, 1978.

H. In-service staff and resource persons.
   1. Technical assistance was provided by the Fond du Lac, Wisconsin AEL/EBCE site to Lee Lundin, Experience site Analyst, who visited the Fond du Lac site on July 13 and 14, 1978.
   2. All staff members attended the workshop for district teachers the week of August 22-25, 1978. In addition, a tour of the Mercy Medical Center chemical Dependency Unit was also made by the EBCE staff.
   3. Plans were made for an orientation session for resource persons to be held in October.

I. To orient and place students at sites.
   1. An orientation session was held for 59 EBCE students.
   2. By September 5, 1978 all students were placed on experience sites.

J. To meet regularly with Community Advisory Committee.
   1. A meeting of the Community Advisory Council was held on September 14, 1978. Input was obtained for resource person orientation session.
   2. A copy of the minutes is available.

II. MAJOR ACTIVITIES AND EVENTS

A. Chris Lewis, Educational Specialist from the Appalachian Educational Laboratory in Charleston, West Virginia, was hired as Information and Staff Development Specialist for the Anoka-Hennepin School District No. 11 EBCE Project.

B. A full program orientation was planned and carried out the week of August 28 through September 1, 1978, by the EBCE staff.

C. The EBCE Community Advisory Committee met on September 14, 1978. The meeting included planning for an orientation for resource persons.

D. Considerable progress was made in the area of dissemination. Much positive support for EBCE was given by key State Department individuals.

E. The pretesting of 59 EBCE students and the students from three senior high schools, who were randomly selected to participate in the comparison group, was completed.

III. PROBLEMS

A. Some of the community experience sites that participated with the EBCE Program in the first year of operation chose not to be involved for the 1978-79 school year. The last quarter of the 1978-79 school year required adjustment of staff responsibilities to fill the void caused by the resignation of the experience site analyst. Placements went smoothly during that quarter, but the necessary constant maintenance and communication at experience sites suffered.

B. Learning guides for experience sites are in constant need for updating. Lee Lundin, new experience site analyst, has had a monumental task in accomplishing this updating of learning guides. Twenty-six new sites were developed during the first quarter. Updating the learning guides, developing new sites, and converting over from 114 worker trait groups to the 66 worker trait groups of the fourth edition of the dictionary of occupational titles remains a top priority for the second quarter.

IV. PUBLICITY ACTIVITIES

The following articles and publicity activities, copies of which are attached, were published during the first quarter.
ABC Newspapers, August 18, 1978
Back to School News, August 23, 1978
ABC Newspapers, August 25, 1978

V. DISSEMINATION ACTIVITIES

A. Chris Lewis, Information and Staff Development Specialist, has had the major responsibility for dissemination activities. Don Anderson, Program Manager, also participated in dissemination. The following presentations and contacts were made to the State Department and business organizations during the first quarter:

1. September, 1978, State Department of Education contacts:
   Leonard Kodet, Supervisor of Community Based Programs
   Phyllis Paul, Specialist, Career Education and Guidance
   Von Valletta, Deputy Commissioner of Education
   William Stock, Program Planning and Development
   Jolene Durken, Director of Youth Employment Education
   Barb Quade, Editor State Department Update

Leonard Nachman, Director of Program Evaluation
Howard Casmey, commissioner of Education
Gerald Kleve, Assistant Commissioner of Secondary Education
Steve Franz, Youth Employment CETA Projects
Gary Bowman, Youth Employment staff member
Jean Drucker, Career Education and Guidance staff member

2. September 11, 1978, Chris Lewis presented to the State Career Education Task Force meeting at the St. Paul AVTI. The invitation was extended by Phyllis Paul, Specialist, Career Education and Guidance.
3. September 28, 1978, presented to a meeting of all regional educational cooperative service units in Minnesota at Regional Planning Organization.

VI. PROGRESS OF DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES

A. The comparison groups identified in our evaluation plan were formed. The group was made up of students from the three high schools who did not apply for EBCE. Students were randomly selected to represent a cross-section of the school population.

B. The preassessment data for the EBCE students and the comparison was collected by a third party evaluator during orientation week and in early September, 1978. The instruments were:
   1. Comprehensive Test of Basic Skills (CTBS), subtest 2 and 7
   2. Career Maturity Inventory (CMI), Attitude Subtest
   3. Student Attitude Survey (SAS)
   4. Jobs Questionnaire
   5. Student Information Questionnaire

C. In addition to the data collection, Dr. Tim Wentling, Director of the third party evaluation, made the following site visits:
   1. July 25, 1978 - Dr. Wentling met with Anoka-Hennepin School District No. 11 adminstrative staff to present the evaluation findings of the school year 1977-78 and to discuss the evalaution plans for the school year 1978-79.
   2. August 31, 1978 - Dates were established for the 1978-79 Evaluation Management Plan. The evaluation components were discussed in detail. Dr. Wentling also assisted in the design of a district staff awareness and attitude survey to be administered to all teachers, counselors, and administrators in the three high schools.

VII. OTHER ACTIVITIES

N/A

VIII. STAFF EMPLOYMENT AND UTILIZATION

A. A new thrust of the second year of operation was in the area of statewide dissemination and staff training in the EBCE Program and components. Local district workshops and staff awareness sessions are also planned. The new staff position for this purpose is that of Information and Staff Development Specialist. Applications were accepted through July 15, 1978. The person hired for the position was Christine Lewis who was previously employed by the Appalachian Educational Laboratory as an Educational Development Specialist.

B. A new position was also posted for a teacher aide. Kari Kellermann was hired, effective August 21, 1978.

C. After interviews were completed for both positions, all applicants were properly informed of their selection or non-selection.

D. The following EBCE staff members were retained from the first year of operation.

1) Donald E. Anderson, Program Manager
2) Sandra Hennessy, Learning Coordinator
3) David Sekhon, Learning Coordinator
4) Don Smerlinder, Learning Coordinator
5) Lee Lundin, Experience Site Analyst
6) Irene Johnson, Administrative Secretary
7) Lori Wilkin, Part-time Math-Science Tutor

IX. STAFF DEVELOPMENT

A. The major staff development activities included technical assistance from Fond du Lac, Wisconsin; staff attendance at the AEL/EBCE Conference in Madison, Wisconsin and the YEDPA/EBCE Conference in Madison, Wisconsin.

B. Technical assistance was received by Lee Lundin, Experience Site Analyst, from the Fond du Lac, Wisconsin site during a visit to Wisconsin on July 13-14, 1978.

C. The second annual AEL/EBCE Conference was held in Madison, Wisconsin August 14-17, 1978. All EBCE staff attended the conference. Gerrie Driessen, Secondary Vocational Director, and Phil Knutson, Director of the Area Learning Center, also attended. All who attended the conference agreed that the conference goal of generating an exchange of ideas, sharing of concerns and solutions among the adopters/adapters were clearly achieved.

D. Chris Lewis, Information and Staff Development Specialist, and Dave Sekhon, Learning Coordinator, attended the Regional YEDPA/EBCE Workshop held in Madison, Wisconsin on September 25-26, 1978. The purpose of the workshop was to create an awareness for prime sponsor youth specialists and local educational representatives of the potential linkage between YEDPA Programs and Experience Based Career Education Programs. Gary Bowman and Steve Franz, Youth Employment staff from the State Department of Education, as well as a number of prime sponsors from Minnesota also attended.

Students like EBCE program

After its first semester of operation, a study of District 11's new Experienced Based Career education program shows that students in general feel the program better meets their educational needs than the traditional educational program.

Gen Olson, director of secondary vocational education for District 11, Monday gave School Board members a program evaluation report on EBCE prepared by Evaluation Consultants, an independent team hired to provide a third party evaluation of the program.

Olson told the board that she and EBCE staff are quite pleased with the evaluation.

EBCE is an alternative program for high school juniors that gives students an opportunity to try out a variety of careers, ranging from chemistry to veterinary medicine to managing a bridal shop, while working on essential academic skills at the same time.

Fifty-nine juniors from Anoka, Blaine and Coon Rapids High Schools participated in the first semester of EBCE during the past school year. They spent four days a week working at a career site and one day a week working with their learning coordinators on academic skills at the EBCE center, located in Sandburg School, Anoka.

EBCE is a demonstration project funded by the U.S. Department of Education. District 11 was chosen as the demonstration site and will be used to give other school districts an opportunity to study the program to determine if they would like to provide such an alternative for their students.

One condition of the grant for EBCE is that the program be studied extensively by a third party evaluator.

The evaluation compared EBCE students with two control groups—a randomly selected sample of high school juniors and a sample of students who applied for EBCE but were not accepted in the program.

Students academic abilities were assessed at the beginning of the semester and at the end to determine if EBCE students achievements were comparable to academic achievements of students in the other groups studied.

In addition, the study included surveys of students and parents attitudes toward EBCE.

The pretest and post-test of academic achievement showed there were no significant differences between EBCE students and those in the two control groups. In fact, in the areas of reading comprehension and mathematics applications, scores of the EBCE group were slightly higher.

The study found that EBCE students in general had a positive attitude toward the learning environment of the program. The survey showed, that 78 per cent of the EBCE students had a more positive attitude toward education; 53 per cent felt their motivation to study had increased; 60 per cent said their attendance was better and 53 per cent felt they would study harder in twelfth grade as a result of EBCE.

Many parents of EBCE students felt their child had a more positive attitude toward learning because of EBCE (57 per cent).

Many parents, 88 per cent, also felt their son or daughter had more realistic attitudes toward the world of work as a result of the program. Over 75 per cent of parents felt their child had gained a broader knowledge of career opportunities.

"Overall, the parent attitude was very positive toward the EBCE program," said the evaluation report.

When parents were asked if they would recommend the program to other parents only three said no and 36 parents answered yes.

The survey also found that communication between staff and students was very good; 80 per cent of the students agreed they were encouraged to express their opinions to staff and 63 per cent said they felt free to discuss problems with their learning coordinators.

"This finding is very positive when compared with communication between students and teachers in many traditional programs," said the report.

Parents reported they had observed changes in their child since enrolling in the EBCE program. Nearly 70 per cent felt their son or daughter had learned to work independently, and 86 percent indicated their son or daughter had a more positive attitude toward work.

According to the report, the most frequently reported changes were "an increase in enthusiasm, interest and enjoyment in school and learning.

"A number of responses indicated an increase in maturity, confidence, responsibility and independence."

Several parents responded their child had more interest in the future and less fear of working and being with strangers.

A similar evaluation will be made of the 1978-79 EBCE class as well. The school board approved hiring Evaluation Consultants again to do the study

Chris Lewis

New EBCE staff

Don Anderson, program manager for the EBCE Program announced that a new position of Information and Staff Development Specialist has been filled by Chris Lewis, who has been an Educational Development Specialist for the Appalachia Education Laboratory. "Ms. Lewis," says Anderson, "is a great addition to the present staff with her excellent experiences with Experience Based Career Education."

Ms. Lewis began her educational career as a Spanish instructor for the Broadview Junior High School in Danbury, Conn. She joined the EBCE staff of the Appalachia Educational Laboratory in Charleston, West Virginia in September of 1975 as a learning coordinator for the operations staff. In June of 1976 Ms. Lewis became a member of the training and technical assistance unit and in January of 1977 was named Secondary Broker for the National Institute of Education-EBCE program.

Ms. Lewis' duties included coordinating learning experiences in community and academics for high school students in a career exploration program; public relations liaison with community employers, parents and school personnel; co-development of training materials for the EBCE program; providing training and technical assistance for persons in schools nationwide which have adopted the EBCE program; "brokering" the four EBCE models (which included planning, presenting, training, implementation, technical assistance) developed by the Appalachia Educational Laboratory, Far West Laboratory, Northwest Regional Educational Laboratory, and Research for Better Schools; monitoring AEL-EBCE materials inventory, printing, ordering and billing; and contract negotiation.

Other staff members include Learning Coordinators Sandy Hennessy, Dave Sekhon and Don Smerlinder and secretary Irene Johnson.

The EBCE program is a model program for the State of Minnesota funded by Part D Vocational Education Exemplary Projects Funds administered by the U.S. Office of Education.

EBCE evaluation high

Encouraged by the program evaluation report prepared by Dr. Tim Wentling of Evaluation Consultants for the first year of operation, the Experience Based Career Education (EBCE) staff welcomes 60 new students August 28 for a full two semesters of study and career exploration.

Twenty students from each of the high schools in the district—Anoka, Blaine and Coon Rapids—will spend their junior year exploring careers through placements in community businesses and industries while completing their required academic courses by means of individualized instruction. Each student will be placed in 12 or more experience sites during the school year.

Because of the unique nature of the program, students will undergo an intensive week of orientation including an introduction to EBCE materials; pre-testing; evaluation of career interests; and group discussions regarding health-safety, sex role stereotyping, career planning, confidentiality and the means to achieve career success.

"Because of the encouraging evaluation of our first year's efforts," explains program manager Donald Anderson, "our entire staff is looking forward to an exciting and challenging year." The evaluation report, published in July, commended the dedication and performance of staff and management, the positive attitude of students and parents toward the program, and the reduction of sex role stereotyping attitudes toward various occupations. One of the most encouraging findings was that EBCE students completing course work through individualized instruction kept pace academically with students enrolled in the traditional high school programs within the district. "This finding," notes Anderson, "should lay to rest many fears of parents and other school personnel regarding the academic side of our program."

Anderson also commented that steps had been taken to correct deficiencies observed during the start-up phase of the program, and that sufficient resources (library materials, typewriters, study space) were now available to fill student needs.

Although the EBCE program was recessed for the summer months, Lee Lundin, Experience Site Analyst, has been informing local businesses of the benefits of this program. As a result, there are now over 100 businesses participating with over 300 different resource people to guide the students. Due to the cooperation and assistance of these people, students will be able to sample such diverse careers as classical auto restoration, travel agent, radio announcer and auctioneer.

The second year of the EBCE project will add a new thrust. A staff position has been added to provide information and staff development training on EBCE components to districts located throughout Minnesota. Another primary responsibility of this position will be to maintain communication with district staff, State Department of Education personnel, and educational institutions regarding Experience Based Career Education. Information and in-depth inservice sessions will be offered to district staff on applying appropriate EBCE components to existing programs.

EBCE starts second year

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The EBCE program is a model program for the State of Minnesota funded by Part D Vocational Education Exemplary Projects Funds administered by the U.S. Office of Education.

PROGRAM PERFORMANCE REPORT
NARRATIVE
October 1, 1978 to December 31, 1978

I. ACCOMPLISHMENTS DURING THIS PERIOD

The following objectives for the second quarter were met:

A. To conduct resource person orientation sessions.
   1. Three orientation sessions were held for resource persons at community experience sites. The orientation sessions were held at the Cornelius Company on October 9, 1978 from 1:00 to 2:30 p.m.; Mercy Medical Center on October 17, 1978 from 9:00 to 11:00 a.m.; and at the EBCE Center on October 17, 1978 from 7:30 to 9:30 p.m.

B. To meet regularly with the community advisory committee.
   1. Community advisory council meetings were held on the following dates:
      October 17, 1978—members chose one of orientation sessions
      November 2, 1978—election of officers, evaluation plan for 1978-79
      December 7, 1978—planning of task force involvement advisory committee met without EBCE staff present

C. To organize and meet with an in-district advisory committee.
   The organizational meeting of the in-district advisory committee was held at Blaine Senior High School on November 2, 1978.

D. To obtain additional experience sites.
   Six new experience sites were developed during the second quarter.

E. To in-service staff.
   1. Don Anderson, Program Manager; Chris Lewis, Information and Staff Development Specialist; and Gerrie Driessen, Vocational Director, attended the Minnesota Vocational Guidance Association Conference on November 17, 1978 in Bloomington, Minnesota.
   2. Chris Lewis, Information and Staff Development Specialist, and Lee Lundin, Experience Site Analyst, attended the Career Decision Making Conference sponsored by McKnight Publishing Company in Chicago, Illinois, on October 23, 1978.

F. To maintain communication with parents.
   1. Parent conferences were held on November 9 and 10, 1978. Attendance was nearly 100 percent.
   2. Memos were sent to parents prior to each major event of the quarter.

G. To conduct large group activities with students on monthly basis.
   Large group sessions were held on the following dates: October 13, 1978 at Bunker Hills Activity Center, November 16, 1978 at Bunker Hills Activity Center, and December 13, 1978 at Bunker Hills Activity Center. Election of officers was held at this meeting.

H. To determine the level of district staff awareness of EBCE.
   A staff awareness survey was given to all teachers, counselors, and administrators of Anoka, Blaine, and Coon Rapids Senior High Schools and to district level administrators on November 13, 1978.

I. To increase communication with appropriate State Department of Education staff.
   1. Don Anderson, Program Manager, and Chris Lewis, Information and Staff Development Specialist, met with many State Department staff members at various levels up to the Deputy Commissioner, Von Valletta.

2. Dr. Gerald Kleve, Assistant Commissioner of the Division of Instruction, wrote a letter giving his assurance that the EBCE program continues to have State Department approval for the 1978-79 school year.

J. To disseminate the EBCE program statewide.
   1. Don Anderson and Chris Lewis presented to the Minnesota State Board of Education on October 16, 1977. The State Board of Education endorsed the EBCE concept and the Commissioner of Education, Howard Casmey, wrote a letter to all school districts in Minnesota encouraging them to consider EBCE for their districts.
   2. Presentations were given to several locations by Chris Lewis, Information and Staff Development Specialist.
   3. Educators from other school districts were invited to visit the EBCE Center.

II. MAJOR ACTIVITIES AND EVENTS

A. Considerable progress was made in the area of dissemination. Endorsement of the EBCE concept by the State Board of Education was a major accomplishment.

B. The community advisory committee continued to provide valuable assistance and guidance to the EBCE program through their involvement with the resource person orientation session on October 9 and 17, 1978, their involvement with evaluation and planning at their November 2, 1978 meeting, and by making a commitment for additional involvement through task force groups at their December 7, 1978 meeting.

C. The organization of an in-district advisory committee made up of teachers, administrators, counselors, and other consultants was a major step in improving communication and involvement of district staff. The organizational meeting was held at Blaine Senior High School.

D. The formation of a student executive council was carried out this quarter. Students campaigned for the offices of President, Vice President, Secretary, Treasurer, Historian, Parlimentarian. An election of officers took place at the large group in-house day on December 13, 1978.

III. PROBLEMS

The development and updating of learning guides for old and new experience sites continues to be a task of the experience site analyst requiring a great deal of time allotment.

IV. PUBLICITY ACTIVITIES

The following articles in publicity activities, copies of which are attached, were published during the first quarter:

First Mid America State Bank of Coon Rapids Good Living Publication, December, 1978

Minnesota State Department of Education, Update, November, 1978

ABC Newspapers, December 15, 1978

AEL National Newsletter, December, 1978

ABC Newspapers, November 17, 1978

V. DISSEMINATION ACTIVITIES

A. Chris Lewis, Information Staff Development Specialist, has had the major responsibility for dissemination activities. Don Anderson, Program Manager, also has participated in dissemination. The following presentation and contacts were made to the State Department of Education, State Board of Education, business organizations, and school districts:

October 3, 1978—Workshop presented by Chris Lewis at Minneapolis South High School. Five Minneapolis schools with CETA funded community-based programs were involved in the workshop.
October 10, 1978—St. Paul Open School—Project Explore.
October 11, 1978—Presentation to the State Department of Education newspaper (Update Editor).
October 12, 1978—Steve Franz and Gary Bowman of the State Department of Education Youth Employment Service visited the EBCE Center.
October 16, 1978—Don Anderson and Chris Lewis presented to the Minnesota State Board of Education and received their endorsement. As a result of the endorsement, a letter was sent to all superintendents of schools in Minnesota by the Commissioner of Education.
October 19, 1978—Exhibited program at the Educational Fair, Minneapolis, Minnesota.
October 27, 1978—Presented to the district chairpersons for counseling departments of all Anoka-Hennepin District 11 junior and senior high schools (Bob Nelson).
October 30, 1978—Presentation to administrators and teachers from Benson, Mountain Lake, Litchfield, and Montivideo in Benson, Minnesota (Roy DeBoer).
October 31, 1978—Presentation to administrators and counselors in Moorhead, Minnesota (Curt Granlund) (Benson, Minnesota and Moorhead, Minnesota presentations were arranged through the National Diffusion Network).
November 20, 1978—Jeanne Welch from Detroit Lakes CETA Project visited the EBCE Center.
November 21, 1978—Presentation to Educational Cooperative Service Unit 5—Dick Hagre in Brainerd, Minnesota. Administrators from Brainerd, Little Falls, Bertha, Hewitt, Backus, Eagle Bend, Motley, Pillager, Upsala, and Pequot Lakes attended.
November 28, 1978—Presentation to District 11 coordinators of Cooperative Education and Work Experience Program.
December 1, 1978—Dave Holmgren and LeAnne Gunsalus from the Osseo School District visited the EBCE Center.
December 18, 1978—Ken Clark from Brainerd Alternative Learning Center visited the EBCE Center.
December 20, 1978—Follow-up presentation to principal and staff in Pequot Lakes, Minnesota.
November-December, 1978

1. Development of slide presentation for dissemination purposes.
2. Development of a brochure for distribution explaining services available to school districts in Minnesota and Wisconsin.
3. A letter from the Commissioner of Education was sent to all school districts in Minnesota with State Board endorsement of EBCE.

VI. PROGRESS OF DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES

A. The evaluation report of the preassessment of EBCE students in control group was completed by Dr. Tim Wentling, third party evaluator, in October, 1978.

B. Dr. Tim Wentling reviewed the 1978-79 evaluation plan with the community advisory council and obtained input from the council after November 2, 1978 advisory meeting.

C. A staff awareness survey was developed and distributed to counselors, teachers, and administrators with the assistance of the in-district advisory committee.

VII. OTHER ACTIVITIES

N/A

VIII. STAFF EMPLOYMENT AND UTILIZATION

All staff members carried out the responsibilities and duties required of their positions.

IX. STAFF DEVELOPMENT

A. Weekly staff meetings were held for identifying needs and determining ways of meeting them cooperatively.

B. Lee Lundin and Chris Lewis attended the Career Education and Guidance Seminar sponsored by McKnight Publishing Company in DesPlaines, Illinois, on October 23, 1978. David Winefordner, Director of Career Guidance Division, Appalachia Educational Laboratory, was one of the presenters. The workshop featured the new AEL career decision-making materials.

C. The Minnesota Vocational Guidance Association Conference was held in Bloomington, Minnesota, on November 17, 1978. Chris Lewis, Information Staff Development Specialist; Don Anderson, EBCE Program Manager; and Gerrie Driessen, Vocational Director, attended. The conference had excellent speakers on career education, including Dr. Ed Herr, Dr. Sunny Hansen, and Mr. John Podeszwa.

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Vol. 3, No. 8 DECEMBER, 1978

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EXPERIENCED BASED CAREER EDUCATION PROGRAM

Karen Mortensen, bank teller at First Mid America State Bank of Coon Rapids, demonstrates a coin counting machine to Brenda Dahlheimer, Anoka High School student. In Minnesota, District 11 was chosen to receive federal funding for a three year pilot project with the community as the classroom. Now in its second year, the program involves 60 high school juniors. The students spend four days a week at career sites with a company resource person who acts as counselor and teacher. Over 100 local business concerns and 300 resource persons participate. Call Lee Lundin for information at #427-1600.

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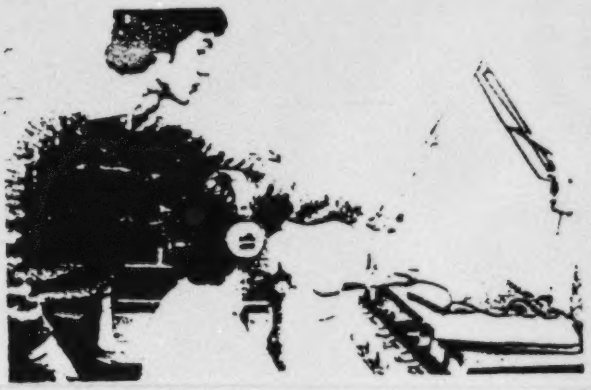
Anoka high school juniors use community as their classroom



Above, top: KTWN resource person Tom Prissero gives EBCE student Joey suggestions on a commercial he's written. Above, bottom: Joey practices taping the commercial over again.

by BARBARA QUADE
Update Staff Writer

What is the best way to learn about a career? . . . Why, by actually experiencing it, of course.

With this in idea in mind, the U.S. Office of Education is funding 48 demonstration projects — one to a state — which are alternatives to the regular classroom setting. In these Experience Based Career Education projects, students spend from one to thirteen weeks observing and learning from employees in their places of business — and continue visiting sites for the entire school year. Academics are skillfully combined with the on-site observations by licensed teachers for a comprehensive education program. The difference is that the community is their classroom.

In Minnesota, the Anoka School District was chosen to receive U.S.O.E. funding. The district's Experience Based Career Education project (EBCE), now in its second year, involves 90 high school juniors chosen at random. The students spend four days a week at career sites including newspapers, sheriff's offices, auto body repair shops, forestry departments, elementary schools, bakeries, lumber companies and architects.

An exciting concept, you say. But, is it possible to take these students, who come from all intellectual and environmental backgrounds, out of the regular classroom setting and still have them maintain the level of basic skills their other classmates have?

"This is the beauty of it," stressed Christine Lewis, EBCE information and staff development specialist. "According to our first year evaluation, which was made by outside consultants, students involved in EBCE are doing as well as their counterparts back in the home school."

"Our program is very structured and provides a framework for effectively using the community as a learning environment," explained Lewis. "The students spend four days each week on site and the fifth day in individualized instruction with a project learning coordinator who acts as tutor/facilitator/counselor/teacher. Together they develop lesson plans and activities to be accomplished while the student is out in the community."

"For each activity the students follow definite problem solving steps," she continued. "They define the problem and set objectives, gather data, analyze it, make conclusions and communicate them orally or in written form. The learning coordinator grades the students according to how well they've set and met their goals, on the quality of the overall project, on their methods of inquiry and on the quantity of work. Students are also evaluated in terms of growth and career development. Those grades are then forwarded to the students' home schools."

This Update staffer observed Anoka Hennepin students at three places of business:

Kent is a junior from Anoka Senior High. When he first signed up for a three week visit to Cornelius, Inc., a manufacturer of soft drink equipment, Kent didn't realize the treat he had in store for him.

During his visit Kent was asked to take an active role in the development and testing of a new type equipment, the first of its kind.

"Cornelius sells soft drink equipment in 17 other countries," said Bill Ayers, vice president of Cornelius and vice chairperson of the EBCE advisory board. "Every country uses different types of power, water and voltage, which makes it necessary for us to make major modifications for every country we sell to. Thanks to new technology, we've begun construction — and Kent has been right in there on the ground floor—on a piece of equipment which can be easily adapted in any country, regardless of the different water and power systems."

Kent is excited about all he's experienced at Cornelius. After his visit was finished he asked for permission to stay on for an additional two weeks.

"I'll be moving into the laboratory next week so I can see how they'll test the model and come up with more modifications for it," said Kent. "I didn't find any bugs in the model myself but I heard what some of the employees came up with. It's so interesting!"

Ayers said that his involvement in the EBCE program resulted from a desire to help students become better equipped to handle the work world.

"There is such a high turnover of young people today, especially in the manufacturing environment," Ayers said. "This project gives students a chance to get out there, see the career for what it really is, and then ask themselves, 'Do I really want to do this work for the rest of my life?' "

Some of the students end up realizing that the field isn't what they thought it was at all, while others are elated," he continued. "This is awareness they never could get in a high school setting. The program also helps the students find out what kind of high school and

Photos by John Weins
Anoka Public Schools

Above, Cornelius, inc. vice-president Bill Ayers talks about the company's involvement in the EBCE program. Ayers is vice-chairperson of the EBCE advisory board.

post secondary coursework will be helpful to them later on when they get into a job. For example, engineering requires a strong science background and accounting requires math."

The Cornelius company has made some major changes in its approach to the program over the past year. "Instead of limiting a student to just one area like key punch we now send them all over the company, including the laboratory, management operations, computer programming, accounts payable and receivable and the tax department," said Ayers. "The students — and our employees — are much more enthused because of this."

Joey, a student from Anoka, spent six weeks at KTWN-FM Radio. The station serves the northern metropolitan suburbs.

"Joey will be broadcasting next week for the first time," said Tom Pellissero, the KTWN employee who is Joey's resource person. "He's been involved in everything we do here — writing and taping commercials, doing state, national and sports news (though he hasn't been on the air) and selecting background music."

Joey read a commercial he'd written and Pellissero criticized his efforts. "Joe — you let the music run seven seconds at the beginning," Pellissero said. "That was too long. And the copy had the word 'you' used right at the beginning of your first two sentences. It sounded like you were repeating the same sentence over again."

Pellissero said that Joey's commercials have really improved — they are almost as good as those used on the air. "Joey's getting better at selecting background music and he's putting a great deal more authority into his voice now."

When asked whether he will consider broadcasting as a career, Joey replied, "I really like it but you don't make enough money doing it."

Brenda, an Anoka student, was on her third career site when Update arrived at MidAmerican State Bank. Prior to looking into banking operations, she visited a craft shop and helped out a man who is building an underground house.

"Underground construction is very different from above ground," said Brenda. "It works with nature instead of against it. The temperature stays the same during the day instead of going up and down all the time."

Banking is an open field for women, according to Dorothy Andrews, assistant vice president of MidAmerica and resource person for Brenda. "We have six women officers here at our bank," she said. "During Brenda's stay at MidAmerica, she will visit the loan department, customer

Above, Brenda, an Anoka EBCE student, helps a MidAmerica State Bank employee count change. Below, EBCE student Kent works on building a new model at the Cornelius company. Employee Terry Bolland, Kent's resource person at Cornelius, gives Kent some practical tips.

services, the insurance office and the switchboard, bookkeeping and teller operations.

"EBCE is a comprehensive program, which, through its various components, may be used to enhance existing community-based programs and school curriculum," said Lewis. "Our goals for the next two years will include statewide dissemination efforts through presentations and staff development workshops."

For further information contact Christine Lewis or Don Anderson, program manager, Experience Based Career Education Program, Sandburg Bldg., 1902 2nd Ave., Anoka, MN 55303. (612) 427-1660.

CHRIS LEWIS speaks to a group of teachers from several Minneapolis high schools who are working in a community based CETA funded program. She gave them tips on how to organize the community resources more effectively.

EBCE spreads word

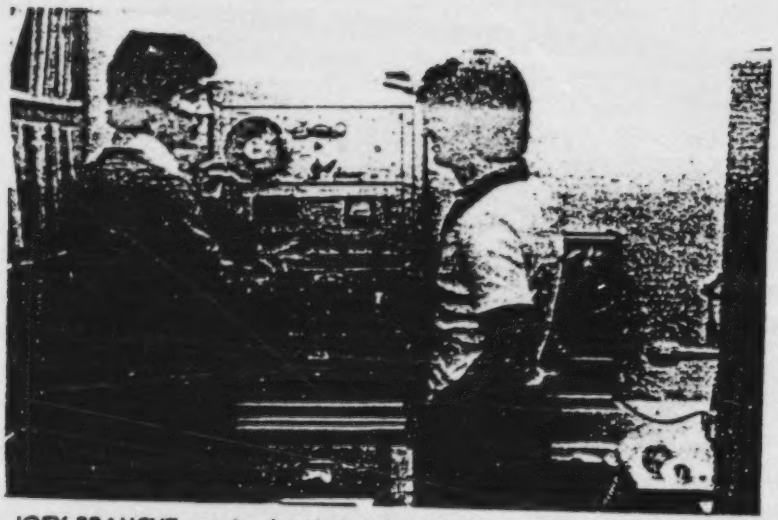
Information about District 11's Education Based Career Education program (EBCE) housed in the Sandburg Building is being provided to educators throughout the state through the office of the EBCE information and staff development specialist, Chris Lewis.

The statewide dissemination effort is a major focus of the second year of the EBCE project. Lewis came to District 11 this fall from a similar position in Appalachia EBCE program in Charleston, West Virginia.

Her role is to maintain liaison with the District 11 school personnel and the educational community in the state. She provides awareness presentations and staff development workshops on the various components of EBCE.

District 11 was selected from among several school districts in the state as a demonstration site for this unique career education program.

The EBCE program combines academic learning and personal development with career exploration through the use of community, business and industry.



JOEY BRAUCHT, an Anoka High School EBCE student, studies at radio station KTWN. Tom Pelissero, a KTWN employee is Joey's resource person. In addition to observing the total operation of the radio station, Joey has had opportunity to try out his talents on the radio. The resource person critiques Joey's work and gives him suggestions for improvement. Jack Moore, Owner/Manager of KTWN serves on the EBCE community advisory committee.

KENT HICKS, Anoka High School EBCE student, works on building a new model at the Cornelius Company. Employee Terry Belland, is Kent's resource person at Cornelius.

PROGRAM PERFORMANCE REPORT
NARRATIVE
January 1, 1979 to June 30, 1979

I. ACCOMPLISHMENTS DURING THIS PERIOD

The following objectives for the second half of year two were met:

A. To meet regularly with the Community Advisory Committee.
   1. Community Advisory Council meetings were held on the following dates:
      January 4, 1979 - Task force committees were organized in five areas. The five areas were:
      1) transportation
      2) resource sites
      3) evaluation
      4) long-range planning
      5) attendance
      February 1, 1979 - EBCE students and staff gave reports. The topics included:
      1) student experiences
      2) student selection for 1979-80
      3) results of district staff awareness survey
      4) student national newsletter
      5) task force plans
      March 1, 1979 - Task force reports were given by committee members. The advisory committee passed a resolution recommending continuing the EBCE program beyond the 1979-80 school year.
      April 5, 1979 - Luncheon meeting at the EBCE Center was held with students attending. Staff reports given included:
      1) new slide presentation
      2) reactions and summary of third party evaluation team visit
      3) "mock" job interview plans
      4) plans for resource person appreciation day
      5) presentations to principals
      May 10, 1979 - The following items were discussed:
      1) report and reactions to the job fair
      2) plans for resource person appreciation day
      3) preliminary report on the third party evaluation team visit
      4) overview of the 1979-80 EBCE program

B. To meet with the in-district Advisory Committee.
   1. The internal District Advisory Committee met on February 1, 1979. The following items were discussed:
      1) First semester student summary
      2) Plans for the third party evaluation team visit
      3) Student selection
      4) Results of staff awareness survey

C. To maintain communication with parents.
   1. Parent conferences were held on February 14 and 15, 1979. Attendance was excellent. Parent reaction to the program was also excellent.
   2. Memos were sent to parents prior to each major event.

D. To conduct large group activities with students on a monthly basis.
   1. Large group sessions were held on the following dates: January 30, 1979; February 26, 1979; March 23, 1979; April 26, 1979; May 30, 1979; and May

31, 1979. A variety of activities were scheduled for the large group in-house days, including tours of industry, vocational school, "mock" interviews, at job fair, appreciation day for resource persons, and academic activities.

E. To maintain communication with State Department of Education staff.
   1. Don Anderson, Program Manager, and Chris Lewis, Information and Staff Development Specialist, met with many State Department staff members at various levels.
   2. Dr. Donald H. Johansen, Supervisor of Secondary Education, wrote a letter giving his approval for the third year of the EBCE program.

F. To disseminate the EBCE program statewide.
   1. Educators from the other school districts were invited to visit the EBCE Center.
   2. Presentations were given to educators in several locations of Minnesota, including Detroit Lakes, Duluth, Minneapolis, and Owatonna.

G. To in-service staff.
   The EBCE staff participated in a number of in-service activities. See No. 15 Staff Development.

H. To obtain additional experience sites. The development of new experience sites continued on an ongoing basis. A list of the experience sites and resource persons is included in the Appendix.

I. To select new students for the 1979-80 school year.
   Information meetings were held for students and parents of Anoka, Blaine, and Coon Rapids Senior High Schools. Applications were accepted and 20 students from each high school were selected for the 1979-80 school year.

J. Conduct in-service and training sessions for district staff AEL-EBCE components.
   An in-service session on career decision making was conducted for all District 11 counselors on April 16, 1979. The in-service session was conducted by Chris Lewis, Information and Staff Development Specialist; Don Anderson, EBCE Program Manager; and Trevor Fox, McKnight Publishing Company.

L. To prepare and submit year three budget and program modifications to USOE and receive approval.
   The request for activation of year three was submitted to USOE along with the proposed budget on April 30, 1979. The approval of this request was received from the USOE in May, 1979.

II. MAJOR ACTIVITIES AND EVENTS

A. The process of student recruitment and selection was finalized for Anoka, Blaine, and Coon Rapids Senior High Schools. The 60 students selected to participate in the 1979-80 EBCE program represent a cross-section of student population and balance as closely as possible male/female representation.

B. The third party evaluator completed an external team review on March 29 and 30, 1979. An adversary approach was used with one team looking for all the positive things and another team searching for the negative side. The external team review was a new component of the third party evaluation plan for 1978-79.

C. The National Center for Research in Vocational Education from Ohio State University conducted an anthropological investigation of learning environments at the Anoka EBCE project. The research was done for the National Institute of Education by Dr. Michael Crow, Ms. Marcia Rose, and anthropologist, Dr. Ojo Arewa. The report will be completed in November, 1979.

D. The post-testing of EBCE students and control students was completed in May, 1979.

E. An appreciation day was held for resource persons at Mercy Medical Center on May 23, 1979.

F. The Anoka EBCE staff hosted the Third Annual AEL-EBCE Conference in Minneapolis, Minnesota on June 20-22, 1979. The national conference was attended by EBCE sites throughout the United States.

G. A student job fair was held at the Anoka Armory on April 26, 1979. Nineteen personnel directors and represenatives of the business community participated. Each of the EBCE students prepared a written resume and completed actual application forms for employment. The students were interviewed by three or more interviewers.

III. PROBLEMS

A. During the second half of the year, the need for additional community experience sites continued to be apparent. Resource persons who had several students placed consecutively with them expressed the need for rest between students.

IV. PUBLICITY ACTIVITIES

The following articles and publicity activities, copies of which are attached, were published during the second half year:
ABC Newspapers - January 26, 1979
ABC Newspapers - May 25, 1979
ABC Shopper - June 13, 1979
ABC Newspapers - June 15, 1979
Copies are attached.

V. DISSEMINATION ACTIVITIES

A. Chris Lewis, Information and Staff Development Specialist, had the major responsibility for dissemination activities during the second half year. Don Anderson, Program Manager, also participated in dissemination. Following is a list of presentations given throughout Minnesota as well as a list of visitors to the Anoka EBCE site.

January 8, 1979 - Pequot Lakes, Minnesota, Chris Lewis met with Curt Johnson, Principal, and three high school staff members
January 10, 1979 - Jim Holton, Bonanza Valley Coop Center, Paynesville, Minnesota, visited the EBCE Center. Visiting with Jim Holton were Richard Stowell, Vocational Director, and Bob Cushman, Counselor
January 12, 1979 - Visitors from Rochester Public Schools, Rochester, Minnesota, were Ralph Wright, Director of Secondary Education; Vern Bredeson, Secondary Vocational Director; and Roger Klimpel, Director of the Alternative School
January 22, 1979 - Chris Lewis gave an in-service day presentation for Northwest Educational Cooperative Service Unit. The in-service was arranged by Fred Rohde. Participants were 200 secondary teachers and counselors.
January 25, 1979 - David Valesano, Coordinator of the Career Ventures Program in Little Falls, Minnesota, visited the EBCE Center.
February 7, 1979 - Chris Lewis and Don Anderson of the EBCE staff gave a workshop to visiting counselors from Pierz, Royalton, Little Falls, and Upsala, Minnesota. The visit to Anoka was arranged by David Valesano, Little Falls.

February 8, 1979 - The slide/tape presentation narrated by Dave Moore of WCCO-TV was completed.
February 13, 1979 - Chris Lewis met with Len Kodet, Supervisor of Community-Based Programs at the State Department of Education.
March 1, 1979 - Chris Lewis met with Phyllis Paul of the State Department of Education Guidance and Counseling Section.
March 2, 1979 - Don Anderson met with Von Valletta, Deputy Commissioner of Education; Len Kodet, Supervisor of Community-Based Programs; Bill Stock, Program Planning and Development; and several other department heads at the State Department of Education.
March 26, 27, 28, 29, 1979 - Four statewide EBCE/Career Decision Making Seminars were held in Detroit Lakes, Duluth, Minneapolis, and Owatonna. The State Department of Education and McKnight Publishing Company also presented at the seminars.
April 16, 1979 - Chris Lewis, Don Anderson, and Trevor Fox of McKnight Publishing gave a career decision-making in-service workshop to all of the District 11 counselors.
April 20, 1979 - Chris Lewis and Don Anderson met with Dr. Compton, Director of the Elementary and Secondary Education Division; Dr. Don Johansen, Supervisor of Secondary Education; and Len Kodet, Supervisor of Community-Based Programs at the State Department of Education.
April 23, 1979 - Chris Lewis held workshops for 15 counselors and teachers in Little Falls, Minnesota, on the AEL career decision-making materials.
May 10, 1979 - Mike Powers, Youth Director, YETP/CETA, Langby, Minnesota; Lauren Lusigmam, Secondary SLD Coordinator, Newfolden, Minnesota; and Mary Lou Harthum, Youth Director, Counselor, YCCIP, Fosten, Minnesota, visited the EBCE Center.
June 27, 1979 - Chris Lewis met with the Anoka CETA youth director.

VI. PROGRESS OF DATA COLLECTION AND EVALUATION PLANS PROCEDURES

A. An external team visit was conducted as a part of the third party evaluation plan utilizing the adversary approach. The team visit took place on March 29 and 30, 1979, with both the positive and negative teams doing extensive contacting and interviewing of students, parents, resource persons, administrative personnel, counselors, and EBCE staff.
B. The feedback instruments were developed and administered to students, parents, and resource persons.
C. The staff awareness survey administered by the EBCE staff and in-district advisory committee was tabulated.
D. The post-testing of EBCE students and the control group was completed by the third party evaluator.
E. The annual evaluation report was prepared and submitted by the third party evaluator.

VII. OTHER ACTIVITIES

N/A

VIII. STAFF EMPLOYMENT AND UTILIZATION

Staff functioned within the roles as defined in the original proposal. Chris Lewis continued disseminating EBCE throughout Minnesota and within Anoka-Hennepin District No. 11.

IX. STAFF DEVELOPMENT

A. Staff meetings were held on a weekly basis for identifying needs and identifying ways of meeting them cooperatively.

B. Don Anderson, Program Manager; Chris Lewis, Information and Staff Development Specialist; Gerrie Driessen, Vocational Director, attended the National EBCE Conference in San Antonio, Texas, on February 19, 20, 21, 1979.

C. Learning Coordinators Sandy Hennessy, Dave Sekhon, and Don Smerlinder attended a career decision-making workshop on April 16, 1979, utilizing the revised AEL/Career Decision Making materials.

D. All EBCE staff members attended the National AEL/EBCE Conference in Minneapolis, Minnesota, on June 20, 21, and 22, 1979.

EBCE parent info night

Parents of students interested in taking part in Anoka-Hennepin District 11's successful Experience-Based Career Education (EBCE) Program for the 1979-80 school year, are invited to an information night.

This meeting will be held in the Anoka Senior High School auditorium Wednesday, Jan. 31, at 7:30 p.m.

Parents of students who will be juniors next school year in Anoka, Blaine and Coon Rapids Senior High Schools as well as those attending private schools but who are residents in District 11 communities, are eligible for the program.

Any interested student may get an application form by calling the EBCE office in the Sandburg building, at 427-1660.

District 11 was chosen as the site to demonstrate the Experience-Based Program in Minnesota. The program is now in its second year and is the only one of its kind in the state and serves as a demonstration for other school districts interested in instituting a similar program in their schools.

Experience-Based Career Education finds students learning their required academic skills while being placed at over 100 experience sites throughout the community—hospitals, stores, state government, newspapers, automotive service stations and many other professions and trades. There is no "typical student" in such programs. There is a range of students from honor students to those who find school difficult. The program provides the students with career experience and a personalized curriculum. Sixty students will be selected for the program. It is open to students who will be juniors during the next school year. Students accepted will begin the program in August when the 1979-80 school year begins. The students meet in the Sandburg School building in Anoka, but retain their "membership" in their home schools (Anoka, Blaine, and Coon Rapids or any private high school that students residing in District 11 may attend.

ABC Newspapers - May 25, 1979

EBCE appreciation day for 'bosses'

District 11's Experienced Based Career Education (EBCE) held its annual resource person appreciation day at Mercy Medical Center.

Representatives from businesses who worked with EBCE students during the year were invited as a token of appreciation for the work they have done.

Juniors from District 11's three high schools have the opportunity through the EBCE program to spend the major portion of the school day in various businesses to assess whether they want to pursue a career in one of several fields which are used by these businesses.

Elaine Voss, chairperson for the EBCE Community advisory committee, welcomed the "bosses" and expressed appreciation for their work. A slide-tape presentation which tells the story of EBCE was also shown to the guests.

A final activity was to divide into small groups so the bosses could give feedback to the staff and students on how to better operate the EBCE program.

The following businesses participated in the EBCE program: AAA World Travel, ABC Newspapers, Angelique's, Anoka Aviation, Anoka County Sheriff's Office, Anoka Electric Cooperative, Anoka County Surveyor, Anoka Day Care Center, Anoka Fridley Auctions, Aneka-Hennepin Cabinet Shop, Anoka Vocational Technical Institute, Anoka Nursing Home, Anoka Speedy Copy, Anoka Work Incentive Office, Armstrong Kennels, Babcock Locher, Neilson & Manella, Bearl Draperies, Blaine Auto Body, Blaine City Hall, Blomquist Trucking, Braun Printing, C&M Cycle, Camilia Rose Convalescent Home, Camilia Rose Group Home, Carlos Avery Forestry Department, Carlos Avery Game Farm, Carpet City, Champlin Elementary, Community Living Inc., Coon Rapids Chrysler Plymouth, Coon Rapids City Assessor, Coon Rapids City Clerk, City of Coon Rapids, Coon Rapids Forestry Department, Coon Rapids Public Works, Coon Rapids West Library, The Cornelius Company, Cotten's Automotive, Criteria Architectural Consortium, Custom Auto Trim, Dahlberg Printing, DeZiel's Restaurant, Educational Service Center, Elegante Closet, First Mid-America Bank of Coon Rapids, Flowers 'N Things, Flowers by Toni, Franklin Elementary School, Fridley Convalescent Home, Golden Rule Child Care Center, Hans' Bakery, Haven's Sporting Goods, Hennepin County Commissioner's Office, Hi Ten 76, Holiday Inn of Anoka, Holiday Village North.

Jackson Junior High, J&J Bookstore, Jeans & Things, Karpe's Court, KTWN AM-FM radio station, Lee's Auto Body Shop, Lehman's Motor Repair, Lowry Realtors, Minnesota State Legislature, Mercy Medical Center, Minnesota State Employment Service, Montgomery Ward, Northdale Barber Stylists, Northwestern Bell Telephone Co.

Oak Knoll Farms, Photo Image, Pine Cone Nursery, Portrait Gallery, Powers Department Store, Powers Beauty Salon, Rapids Sport Center, Restoration Enterprises, Rick's Union 76 Station, Riverside Office Supply, Rum River Lumber Company, Salvation Army Community Center, Sandburg Middle School, Seaman's Restaurant, Shamrock Builders, S.H.L. Industries, Spa Petite, St. Stephens School, Studio North, Sunnybrook Farms, Thermo Serv Corporation, Total Look Hair Design, Underground Home, U.S. Soil Conservation Service, U.S. Navy Recruiting Office, We-Do-Crafts.

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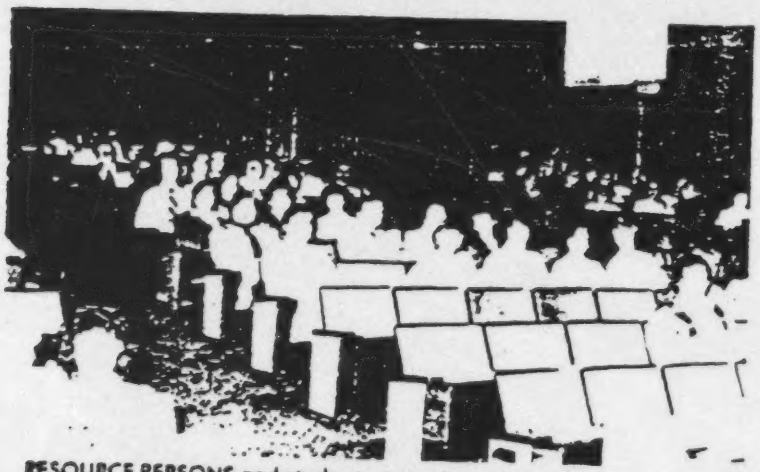
DON ANDERSON program manager for EBCE greets resource persons



RESOURCE PERSONS and students attend appreciation day activities

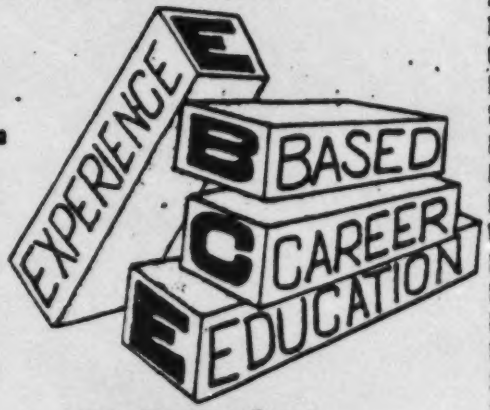
ELAINE VOSS, chairperson for advisory council, talks to resource persons

THANK YOU!

For Your Tremendous Support!

'78-'79 School Year

AAA World Travel Agency
ABC Newspapers
Angelique's
Anoka Aviation
Anoka County Sheriff's Office
Anoka Electric Cooperative
Anoka County Surveyor
Anoka Day Care Center
Anoka Fridley Auctions
Anoka Hennepin Cabinet Shop
Anoka Vocational Technical Institute
Anoka Nursing Home
Anoka Speedy Copy
Anoka Work-Incentive Office
Armstrong Kennels
Babcock, Lanier, Nelson & Mannella
Beart Draperies
Blaine Auto Body
Blaine City Hall
Bluespoint Trucking
C & M Cycle
Camilla Rose Convalescent Home
Camilla Rose Group Home
Carlos Avery Forestry Department
Carlos Avery Game Farm
Carpet City
Carpet City
Champlin Elementary
Community Living Inc.
Coon Rapids Chrysler Plymouth
Coon Rapids City Assessor
Coon Rapids City Clerk
City of Coon Rapids,
Community Development
Coon Rapids Forestry Department
Coon Rapids Public Works
Coon Rapids West Library
Corvallis Company
Cotter's Automotive
Criteria Architectural Consortium
Custom Auto Trim
Dahlberg Printing
DeZiel's Restaurant
Educational Service Center
Elegante Closet
Ellertson & Associates, Inc.
First Mid America Bank of Coon Rapids
Flowers 'N Things
Flowers by Toni
Franklin Elementary School



Fridley Convalescent Home
Golden Rule Child Care Center
Haas' Bakery
Hoyer's Sporting Goods
Hennepin County Commissioner's Office
Hi Ton 76
Holiday Inn of Anoka
Holiday Village North
Jackson Junior High
J & J Bookstore
Jeans & Things

E B C E

Karpe's Court
KTWH AM-FM Radio Station
Lee's Auto Body shop
LaVasar's Motor Repair
Lowry Realtors
Minnesota State Legislative offices
Mercy Medical Center
Minnesota State Employment Service
Mississippi Elementary School
Montgomery Ward
Murray Animal Hospital
Northdale Barber Stylists
Northwestern Bell Telephone Co.
Oak Knoll Farms
Photo Image
Pine Cone Nursery
Portrait Gallery
Powers Beauty Salon
Powers Department Store
Rapid Sport Center
Restoration Enterprises
Rick's Union 76
Riverside Office Supply
Rum River Lumber
Salvation Army Community Center
Sandburg Middle School
Sansone Restaurant
Shamrock Builders
S. H. L. Industries
Spa Petite
St. Stephen's School
Studio North
Sunnybrook Farms
Tait, Judy, Printer
Thermo Serv Corporation
Total Look Hair Design
Underground Rooms, H. Olson
U. S. Soil Conservation Service
U. S. Navy Recruiting Office
We-Be Crafts

Anoka-Hennepin Ind. School District # 11

For more info . . . Call 427-1660

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THE SCHOOL PAGE

EBCE looks ahead to third year, and changes

by Mary Olson

Don Anderson, manager of District 11's Experience Based Career Education program (EBCE), is looking forward to the next school year and to some changes he feels will improve this program.

EBCE is now heading into its third year of operation and the final year the program will be funded through a U.S. Office of Education grant.

Anoka-Hennepin District 11 was awarded the EBCE grant in 1977 to develop and demonstrate for the state an alternative form of high school education that emphasizes learning by doing.

EBCE students spend four days a week at individually selected business and industry sites, using the sites as classrooms and the people on the job as teachers. The fifth day is spent working on academic activities with their learning coordinator, a sort of teacher-counselor combination.

The first two years of the program EBCE students from Anoka, Blaine and Coon Rapids High Schools met at the Sandburg Building in Anoka with their learning coordinators.

Because of the need for additional space for Sandburg Middle School, the EBCE program will be placed in each high school.

Each school will have one learning coordinator and 20 EBCE students.

Program manager Anderson, secretary Irene Johnson and the community site analysts will have offices in the Sandburg building. Chris Lewis, in charge of disseminating information about EBCE to schools throughout the state, will also work out of the Sandburg building.

"There is really no change in the basic program. It will continue to operate just as it has in terms of the schedule of time spent on the job and time at the school with the learning coordinators," said Anderson.

"Placement of students in learning sites will be centralized as it is now. The only change is that learning coordinators will work with students at each school instead of here (Sandburg)."

Anderson feels placement of the learning coordinators in the individual high schools will be an advantage to the program because it will "bring a new element of awareness about EBCE".

"We have felt all along that staff in the high schools has not really understood the EBCE program. A staff survey found that there still needs to be more awareness of EBCE on the part of the high school teachers and counselors," said Anderson.

Students will be able to become more involved with social and extra-curricular activities at their own school more easily since they will be spending a day each week in their own high school, rather than spending their academic day at the Sandburg building.

Students will also have easier access to the counselors and to resources such as the library and media services.

EBCE students have had the opportunity to take one class at their high school in addition to EBCE. This option will be easier for students under the new plan.

The only disadvantage to decentralizing the program is that placement of students in community sites will be a little more difficult since the site analyst will be located in the Sandburg building. "We don't expect that will present any real problems, however," said Anderson.

Transportation to community sites may be more difficult too since the Sandburg building gave students easy access to MTC bus transportation and is within walking distance of a number of sites.

"We will work out transportation for the students, however, so it should not be a real problem. Those plans are still being made," said Anderson.

Anderson is optimistic about the program next year. "I think changes can be strengthening, we said.

"The support from the community in this second year has been just tremendous and I hope that will continue."

EBCE is always looking for new community work sites for students. There are currently about 175 resource people in about 100 different sites that range from Mercy Medical Center, to Cornelius, to Carlos Avery Game Refuge.

District 11's EBCE program will host a national convention for EBCE programs in Minneapolis June 21 through 22. "Representatives from many states will be getting together to discuss and share ideas," said Anderson.

The conference will feature workshops with a variety of sessions including such things as eliminating sex stereotypes in EBCE and adapting components of EBCE for the traditional school program.

About 75 persons are expected to attend.

0-61-66

PROGRAM PERFORMANCE REPORT
NARRATIVE
July 1, 1979 to December 31, 1979

I. ACCOMPLISHMENTS DURING THIS PERIOD

The following objectives for the first half of year three were met:

A. To make necessary modifications in staffing positions for most efficient program operations.
   1. New job descriptions were written and staff members were assigned to the positions.

B. To revise Experience Site Learning Guides to new Department of Labor classification system.
   1. As of July, 1979, there were 77 experience sites remaining. Many of these were redeveloped and all were revised to the new worker trait group classification. system.

C. To develop new additional experience sites.
   1. A total of 33 new sites were developed between July 1 and December, 1979.

D. To update third party evaluation plan and enter into a contract with third party evaluator.
   1. Dr. Tim Wentling, Director of Evaluation Consultants, and the following Anoka-Hennepin District No. 11 staff were involved in third year plans and contract preparation for third party evaluation of the EBCE Program: Dr. Lewis Finch, Superintendent; Dr. Roger Giroux, Director of Planning-Evaluation; Gerrie Driessen, Vocational Director; Donald Anderson, EBCE Program Manager. A contract was entered into with Evaluation Consltants for the third party evaluation.
   2. A management plan for the 1979-80 third party evaluation was written by Dr. Tim Wentling, Evaluation Conslulant, and Donald Anderson, EBCE Program Manager.

E. To enhance communication with Resource Persons.
   1. Communication with resource persons were enhanced in the following ways:
      a. Through monthly newsletters.
      b. Phone number stickers were sent to resource persons to encourage them to call the EBCE office.
      c. Advisory Committee members contacted some resource persons.
      d. The site analyst periodically visited sites.
      e. The program manager visited some sites.
      f. The learning coordinators made site visits each Thursday, and provided written reports to the site analyst and program manager.
      g. A student site evaluation form was developed to provide feedback to the resource persons.
      h. Public relations packets were given to community experience sites.
      i. All EBCE staff were involved in trouble shooting and they cooperatively worked to solve site problems.

F. To establish a suitable area in each high school as EBCE office and study area.
   1. Each of the three high schools provided the necessary room for the learning coordinators office and student study area.
      a. The space provided at Blaine Senior High was too small. A request was made to the U.S. Office of Education to transfer $750.000 within the allocated budget amount to be used to enlarge the office area at Blaine

Senior High. The budget change was approved by U.S.O.E. and the arrangements were made with the administration at Blaine Senior High to have the office enlarged.

G. To furnish and equip the new EBCE Centers in each high school and the EBCE central staff area.
   1. Teacher's desks, tables, study carrels, bookshelves, curriculum materials, career materials, and office supplies were moved from the EBCE Center in the Sandburg Building to the new EBCE Centers in each high school and the new office area for the central staff, housed in the Sandburg Building.
   2. Office dividers were provided by the school district for the EBCE Manager and central staff.
   3. An A.B. Dick 990 copier was rented to provide greater efficiency in copying learning guides, career guides, and academic guide materials.
   4. An I.B.M. Selectric typewriter was leased for the administrative secretary.

H. To obtain supplemental academic and career resource materials.
   1. Resource materials were purchased in order to have suitable resource materials available in each of the three EBCE Centers.

I. To make arrangements for carryover of the 1978-79 sub-contract with the Appalachian Educational laboratory.
   1. Approval was requested from the U.S.O.E. to use carryover funds from year two in the amount of the remaining balance in the 1978-79 sub-contract with the Appalachian Educational Laboratory for year three professional technical services. The request was approved by the U.S.O.E.

J. To utilize a curriculum review committee made up of teachers and consultants from the Anoka-Hennepin School District 11 to critique the curriculum of the EBCE program.
   1. Karen Pfiffner, a research and development specialist at the Appalachia Educational Laboratory in Charleston, West Virginia, conducted a curriculum critiquing and writing workshop on August 6 to 8, 1979. Those participating in the workshop were as follows:

Math	Ed Beckman, Blaine Senior High
	Jim Swenson, Anoka Senior High
Science	Lyle Bradley, Science Consultant
Social Studies	Bob Kimball, social Studies Consultant
	Steve Larson, Coon Rapids Senior High
	Jim Johnson, Anoka Senior High
English	Rance Howe, English Consultant
	Sonja Olson, Anoka Senior High
	Linda Templin, Coon Rapids Senior
EBCE Staff	Sandra Hennessy, Blaine Senior High Learning Coordinator
	John Cipriani, Coon Rapids Sr. High Learning Coordinator
	Don Smerlinder, Site Analyst
	Don Anderson, Program Manager

      a. The review committee critiqued all of the EBCE curriculum and added new concepts and sub-concept areas. In addition, a new course was written for the eleventh grade world history requirement.

K. To in-service EBCE staff
   1. The EBCE staff were in-service through workshops, weekly staff meetings, attendance at the Minnesota Vocational Guidance Association, and a visit to the Fond du Lac, Wisconsin model site.

L. To orient students and place them at sites.
   1. An orientation session was held for 57 students during the week of August 27-31, 1979.
   2. All students were placed at community sites by September 4, 1979.

M. To meet regularly with the community advisory committee.
   1. EBCE Community Advisory Council meetings were held on the following dates:

      September 13, 1979 - The meeting included planning for an orientation for resource persons. A nominating committee was formed for the election of officers for the 1979-80 school year. Suggestions were made for the development of a type of "report card" for resource persons to provide feedback from the students.

      November 15, 1979 - The election of officers for the 1979-80 school year was held. The committee was briefed on the Third Party Evaluation Report for 1978-79 and the U.S. Department of Education Team Evaluation. The committee unanimously passed a resolution urging the administration of School District No. 11 to continue the EBCE program after federal funding ends.

      December 5, 1979 - A planning meeting was held with the new advisory council officers to set goals for the remainder of the school year.

N. To conduct resource person orientation sessions.
   1. Two orientation sessions were held at the following times:
      October 11, 1979 - Bunker Hills Activity Center - 9:00-10:30 A.M.
      October 11, 1979 - Sandburg Middle School - 7:30-9:00 P.M.

O. To maintain communication with parents.
   1. Parent conferences were held on November 7-8, 1979. Parent attendance at the conferences was excellent.
   2. Memos were sent to parents prior to each major student event of the quarter.

P. To conduct joint large group activities with students from the three high schools on a monthly basis.
   1. Large group activities were held on the following dates:
      September 24, 1979 - Hennepin County Government Center Field Trip
      October 30, 1979 - Bunker Hills Activity Center

Q. To maintain communication with appropriate State Department of Education staff.
   1. Don Anderson, Program Manager, and Chris Lewis, Information and Staff Specialist, met with many State Department staff members at various levels.
   2. Leonard Kodet, Youth Employment and Community-Based Programs continued to serve on the EBCE Advisory Council.
   3. The following State Department of Education Personnel were involved in the U.S. Office of Education team review of the Anoka-Hennepin District 11 EBCE Program on October 15-17, 1979:

      Laura Kiscadin, Career Education Specialist, Department of Pupil Personnel Services
      Ronald Dreyer, Management Information Specialist, Department of Program Improvement and Information.
      Bill Stock, Research Specialist, Department of Program Improvement and Information.
      Leonard Kodet, Youth Employment and Community Based Programs Department

R. To Disseminate the EBCE Program statewide.
   1. Educators from other districts were invited to visit the Anoka-Hennepin District 11 EBCE Project.
   2. Presentations were given in several locations by Chris Lewis, Information and Staff Development specialist. See Dissemination.

S. To select new students for the second semester of the 1979-80 school year.
   1. The learning coordinators from the three high schools accepted applications from interested students, conducted interviews, and selected new students to begin on January 14, 1980.

T. To submit year three budget modifications to the U.S.O.E. for approval.
   1. On September 28, 1979, a request was made for an adjustment in the budget for year three federal funding.
      a. The U.S.O.E. approved the request.

II. MAJOR ACTIVITIES

A. A curriculum workshop was conducted August 6, 7, 8, 1979. The purpose of the workshop was to have teachers and consultants in the areas of math, science, English, and social studies critique and add to the EBCE curriculum. The result was an improved curriculum which was consistent with Anoka-Hennepin District No. 11 goals and objectives.

B. A staff training session was conducted during the week of August 13-27, 1979 for all EBCE staff members. Staff members of the Alternative Learning Center also attended the first three days of training.

C. A full program of orientation was planned and carried out the week of August 27-31, 1979. A schedule of activities and other related materials are included in the appendix under Orientation of Students.

D. Pretesting of all EBCE students and the students from the three high schools who were randomly selected to participate in the comparison group was completed.

E. Two resource person orientation sessions were conducted on October 11, 1979. The sessions were held at Bunker Hills Activity Center from 9:00 A.M. to 10:30 A.M. and the Sandburg Middle School from 7:30 P.M. to 9:00 P.M.

F. The community advisory committee continued to provide valuable assistance and guidance to the EBCE program. The advisory committee was involved with the planning for the resource person orientation session on October 11, and made plans for the use of task force groups during the year. The committee unanimously passed a resolution urging the administration of Anoka-Hennepin District No. 11 to continue the EBCE Program after federal funding ends.

G. The U.S. Office of Education conducted a team evaluation of the Anoka-Hennepin EBCE Project on October 15-17, 1979. The team was made up of Annette Miller, U.S.O.E; Dr. Mary Klaurens, University of Minnesota; Dr. Joe Shively, Evaluator from Appalachia Educational Laboratory; Judy Kuhlman-Harrison, EBCe Project Director, Sedalia, Missouri; Laura Kiscadin and Ron Dryer, Minnesota State Department of Education. The team found a high degree of congruence between the implemented EBCE Program and the original laboratory model.

H. Evaluation Consultants, third party evaluator for the Anoka-Hennepin EBCE Project conducted a periodic process evaluation on October 29, 1979 Rocco Russo conducted the process evaluation at the three high schools and the centrol EBCE staff location.

I. Alternatives for continuation of the EBCe Program after completion of the federal funding were presented to Garth Lappin, Director of Secondary Education in November, 1979.

III. PROBLEMS

A. A staffing change was necessary because of the resignation of John Capriani as Learning Coordinator at Coon Rapids Senior High. The change of learning coordinators mid-year at a time when program operations were also under transition from operation as a Center to high school operation magnified the effect felt by the EBCE staff and students. The problem has been corrected due to the efforts and qualities of DiAnn Dougherty, the new learning coordinator.

B. Some of the Community Experience Sites that participated during the first two years of operation chose not to be involved for the 1979-80 school year, due to personnel changes within the Community Experience Sites or for other reasons. The loss of sites and the need to revise all remaining sites to the new 66 worker trait group classification resulted in a momental task for Donald Smerlinder, who began his duties as the new Experience Site Analyst on July 31, 1979. During the first three months of the school year the number of experience sites with revised or newly developed learning guides was at a critically low point. Donald Smerlinder, the Site Analyst, has done a commendable job in bringing the member of participating experience sites up to a total of 105 by December 30, 1979.

C. During the first half year of operation within the three high schools, the learning coordinators had a number of concerns including the feeling of isolation, difficulty with the world history course, and the management of time to include new duties while allowing for preparation time. At Anoka Senior High, EBCE students will take world history first period every day during the second semester. The learning coordinator at Coon Rapids Senior High is a social studies major and does not have a problem with world history. The feeling of isolation by learning coordinators is being partially solved by regular weekly staff meetings and personal contact by the program manager, site analyst, and placement coordinator during the week.

IV. PUBLICITY ACTIVITIES

The following articles and publicity activities, copies of which are attached, were published during the first half year:

Anokahi	October 4, 1979
ABC Newspapers	October 26, 1979
Banner Line	October 29, 1979
ABC Newspapers	December 14, 1979

V. DISEMINATION ACTIVITIES

A. Christine Lewis, Information and Staff Development Specialist has had the major responsibility for training and dissemination activities. Donald Anderson, Program manager has also participated in dissemination. The following presentations and contacts were made during this reporting period:

July 9-13, 1979	- Training Peter Guzy, Jr.
August 9, 1979	- Presentation at N.W. Bell Telephone Company
August 13-15, 1979	- Training EBCE Staff and Area Learning Staff (Vocational Planning Center Staff)
September 12, 1979	- Presentation at District No. 11's curriculum consultant's meeting.
September 19, 1979	- Assistance for Career Education Resource Center implementation at Spring Lake Park Senior High.

September 20, 1979	- visitors from Remer School District, Remer, MN.
September 25, 1979	- Presentation to Sandburg Middle School Staff.
September 26, 1979	- Presentation to principals from Anoka, Blaine, and Coon Rapids Senior High Schools.
October 2, 1979	- Meeting with Anoka interdisciplinary teachers to provide enhancement to existing "Quality of Life" course and career education component of English curriculum.
October 4, 1979	- Area Learning Center - Presented Career Information System to staff.
October 9, 1979	- Presentation to Anoka Hennepin District No. 11 special needs consultants.
October 10, 1979	- Presentation at N.W. Bell Telephone Company.
October 12, 1979	- Presentation to District No. 11's science consultants to provide career education material to staff.
October 15-19, 1979	- Training District No. 11 learning coordinator.
October 22, 1979	- Trained substitute teachers for District No. 11 in EBCE.
October 24, 1979	- Visitors, Nancy Mason from CETA Linkage Unit, Region X, and Gary Bowman, from State Department of Education.
October 25, 1979	- Distributed career education materials to Roosevelt Junior High Counselor Ed Thom.
October 26, 1979	- Met with Laura Kiscaden, State Department of Education Career Education Coordinator to discuss Career Education Incentive Act.
October 30, 1979	- Presentation to Blaine Senior High science teachers; Bill Lacina, Department Head.
November 1, 1979	- Met with John Sedey, Moundsview, and Rod Hale, South Washington County to discuss replication of EBCE.
November 2, 1979	- Met with Elwood Lindburg, Kennedy High School Counselor, to discuss EBCE implementation. - Met with Jerry Davis, Career Education Coordinator District 281, for possible gifted & talented program implementation. (Robbinsdale)
November 7, 1979	- Presentation to District No. 11 social studies consultant's meeting; Bob Kimball, District Consultant.
November 13, 1979	- Attended work shop on ESEA Title IV C proposal writing for EBCE dissemination purposes.
November 16, 1979	- Met with Fred Saas, Counselor at Blaine, to assist in organization of Career Resource Center.
November 27, 1979	- Presented at District No. 11's English Consultant's meeting to offer assistance in career education material.
November 28, 1979	- Met with Jan Sandeno to assist her in organizing Career Resource Center at Blaine Senior High School.
December 7, 1979	- Presented at Spring Lake Park High to assistant principal, teachers and counselors on feasibility and awareness of the EBCE program in their district.

VI. PROGRESS OF DATA COLLECTION AND EVALUATION PLANS PROCEDURE

A. The comparison group identified in our evaluation plan was formed. The group was made up of students from the three high schools who were not enrolled in EBCE. Students were randomly selected to represent a cross-section of the school population.

B. The preassessment data for the EBCE students and the comparison was collected by Dr. Tim Wentling, Dr. Don Irwin, and Rocco Russo, third party evaluators, during orientation week and in early September, 1979. The instruments administered were:
   1. Comprehensive Test of Basic Skills (CTBS), subtest 2 and 7
   2. Career Maturity Inventory (CMI), Attitude Subtest
   3. Student Attitude Survey (SAS)
   4. Jobs Questionnaire
   5. Student Information Questionnaire

C. In addition to the data collection, Dr. Tim Wentling, Director of the third party evaluation, made the following site visits:
   1. August 10, 1979 - dates were established for the 1979-80 Evaluation Management Plan. The evaluation components were discussed in detail.
   2. October 15, 1979 - Dr. Tim Wentling discussed the 1978-79 evaluation results with Dr. Lewis Finch, Superintendent and obtained input from the superintendent. Following the meeting with Superintendent Finch, Dr. Wentling summarized the findings of the 1978-79 3rd party evaluation with admnistrators, community advisory committee and the visiting U.S. Office of Education Evaluation Team.

D. Rocco Russo, of the third party evaluation staff conducted a periodic process evaluation on October 29, 1979. All EBCE staff members were interviewed at the EBCE Center and at Anoka, Blaine and Coon Rapids High Schools.

E. The evaluation report of the preassessment of EBCE students in the control group was completed by Dr. Tim Wentling, Third Party Evaluator, in October.

VII. OTHER ACTIVITIES

N/A

VIII. STAFF EMPLOYMENT AND UTILIZATION

A. A new dimension was added to the 1979-80 EBCE Program by placing one learning coordinator in each of the three district high schools. The new change of operation from a center to operating within Anoka, Blaine, and Coon Rapids Senior High Schools made it necessary to alter staffing responsibilities.

B. The staff selection for the three learning coordinators in Anoka, Blaine, and Coon Rapids Senior High Schools was made by the high school principals. Blaine Senior High selected Sandra Hennessy, who had been a learning coordinator during the first two years of operation. The principals from Anoka and Coon Rapids Senior High each selected a staff member from within their buildings. The learning coordinators selected were Barbara Hallman, Anoka Senior High and John Cipriani, Coon Rapids Senior High School.

C. The position of experience site analyst was reclassified to a certified position requiring a four year degree, successful experience utilizing the AEL-EBCE curiculum and work experience outside of education. The above requirements were established to assure a site analyst with a background that would be able to better identify learning experiences in the community that relate to the curriculum, and to be available to assist in curriculum consulting and writing. This staffing change also removed the student placement duties to allow for full time site analysis and development.

1. Donald Smerlinder, who had been a learning coordinator with the Anoka-Hennepin District No. 11 EBCE Program for the first two years, was assigned to the position. During the first two years, he also developed a number of community experience sites.

D. The position of placement coordinator and administrative secretary were combined into one position. This combination of duties was made to assure a more efficient placement procedure with an individual available for placement phone calls throughout the entire day. The position was reclassified to a class V secretarial position because of the additional responsibilities.
   1. Irene Johnson, who had been the administrative secretary during the first two years of operation was assigned to this position. Her experience included doing placement during the first year of operation for two months because of the resignation of the site analyst in April, 1978.

E. A new position was posted for secretary and bookkeeping duties, which were previously the responsibility of the administrative secretary and a part-time temporary secretary.
   1. Interviews were conducted by Gerrie Driessen, Project Director, and Irene Johnson, Administrative Secretary. The position was filled by Shirley Ledin.

F. The EBCE Learning Coordinator at Anoka Senior High has additional teaching responsibility with the inter-disciplinary program in exchange for teaching assistance in World History from the interdisciplinary staff. Anoka Senior High has also provided a teacher aide to assist their EBCE learning coordinator.

G. A part time site analyst was utlilized from July 9, 1979 to August 9, 1979. Peter Guzy, Jr. was employed in the part time position.

H. John Cipriani, who was the learning coordinator selected by the Coon Rapids Senior High Principal, resigned his position effective October 12, 1979. The position was posted and the applicants were interviewed by Mr. James Rainbow, High School Principal. After seeking input from Donald Anderson, EBCE Program Manager, Mr. Rainbow selected DiAnn Dougherty for the learning coordinator position effective October 15, 1979. Training and technical assistance was provided to DiAnn Dougherty during the week of October 15th. DiAnn Dougherty has performed her duties in an excellent manner and has accomplished a smooth transition.

I. All staff members carried out the responsibilities and duties required of their positions.

   The 1979-80 Staff Members are as follows:
   1. Donald Anderson, Program Manager
   2. Sandra Hennessy, Learning Coordinator, Blaine Senior High School
   3. DiAnn Dougherty, Learning Coordinator, Coon Rapids Senior High School
   4. Barbara Hallman, Learning Coordinator, Anoka Senior High School
   5. Donald Smerlinder, Experience Site Analyst
   6. Irene Johnson, Placement Coordinator/Administrative Secretary
   7. Christine Lewis, Information and Staff Development Specialist
   8. Shirley Ledin, Secretary/Bookkeeper
   9. Gen Sands, Teacher Aide (Anoka Senior High Budget)

IX. STAFF DEVELOPMENT

A. Donald Anderson, Program Manager, attended the Anoka-Hennepin District No. 11 Administrative Retreat and Workshop at St. John's University, Collegeville, Minnesota. The sessions included Determining District Goals, Time Management, Staff Evaluation, as well as other sessions.

B. Chris Lewis, Information and Staff Development Specialist conducted a training session for all EBCE staff the week of August 13-17, 1979.

C. Weekly staff meetings were held for identifying needs and determining ways of meeting them cooperatively.

D. Donald Anderson, Program Manager, attended a Work Processing In-Service meeting at the District Educational Service Center.

E. Christine Lewis, Information and Staff Development Specialist and Donald Smerlinder, Site Analyst, attended an In-Service meeting on the Coates Assessment System on October 8, 1979, at the Alternative Learning Center.

F. Technical assistance was received by Barbara Hallman, Anoka Senior High Learning Coordinator from the Fond du Lac, Wisconsin site during a visit to Wisconsin on October 18-19, 1979.

G. The Minnesota Vocational Guidance Association Conference was held in Bloomington, Minnesota, on November 2, 1979. Christine Lewis, Information and Staff Development Specialist and Donald Anderson, EBCE Program Manager attended this conference. The conference had excellent speakers on career education, including Dr. Ken Hoyt, who gave the Keynote Address; Dr. Joel Davitz and Dr. Lois Davitz, Mid-Career Crisis; Dr. Klemme, Pre-Retirement; and Mr. Ed. Chmielewski, Alcohol and Chemical Dependency.

H. Donald Anderson, Program Manager and Irene Johnson, Administrative Secretary, attended an In-Service Workshop on December 7, 1979, dealing with student records and the laws relating to the rights of privacy.

I. Shirley Ledin, Secretary/Bookkeeper, and Donald Anderson, Program Manager, attended an In-Service Meeting to review new requisition forms, budget procedures, and new personnel procedures.

ANOKAN

ANOKA SENIOR HIGH NEWSPAPER

OCTOBER 4, 1979

Career education unique

by Julie Spilde

Many things about Anoka are unique. Perhaps one of the most unique aspects of Anoka is School District #11's Experienced Based Career Education (EBCE) program which physically entered the individual high schools this fall.

EBCE, a government funded program, was begun two years ago to help high school students explore various business opportunities before actually getting a job. Furthermore, District #11 is the pilot district in Minnesota. This means that it is the only one of its kind in this state. Visitors come from many places to observe the program and ask questions.

Eighteen students participate in the EBCE program at AHS.

Juniors Dawn Fredrickson, and Brent Torbenson agree that the program has given them a new look on the job situation.

What really is EBCE? According to EBCE coordinator Barb Hallman, "It's exploring a career that a person is interested in. Although they don't get paid, students observe or shadow a professional. It helps the student explore the skills and possibilities s/he may have. Students frequently get hands-on experience depending on the position."

The shadowing a student does isn't at an entry level occupation. In other words students don't shadow at places like McDonalds. They're much more difficult jobs like carpentry, chemist, sales clerks and things of that type.

Torbenson who is now at the County Surveyors Department at the Anoka Counthouse said that the people he works with make him feel like he really belongs.

Every three to four weeks the students change jobs, so they get the opportunity to try different careers in which they have expressed an interest.

Four days out of every week the students are out on their job sites. One day is spent in school finishing assignment sheets and planning for the next week.

Torbenson said, "It's a big change from classroom education." Students receive school credits though for their individual jobs. For example, a student taking Career Planning for a full year receives two credits, one credit for English, one credit for social studies, and one elective credit.

Torbenson explained he would only recommend EBCE to anyone who was seriously thinking about their career and not to anybody who just wants to get out of school.

ACTION OF THE SCHOOL BOARD

Anoka-Hennepin Independent School District No. 11

EBCE PROGRAM EVALUATED BY U.S. OFFICE OF EDUCATION

The "staff are the stars of this educational drama!" reported Ms Annette Miller, program officer of the U.S. Office of Education during a debriefing session. The session was being held at the Educational Service Center following the completion of a team evaluation of the Experience Based Career Education [EBCE] program conducted October 15, 16 & 17, 1979.

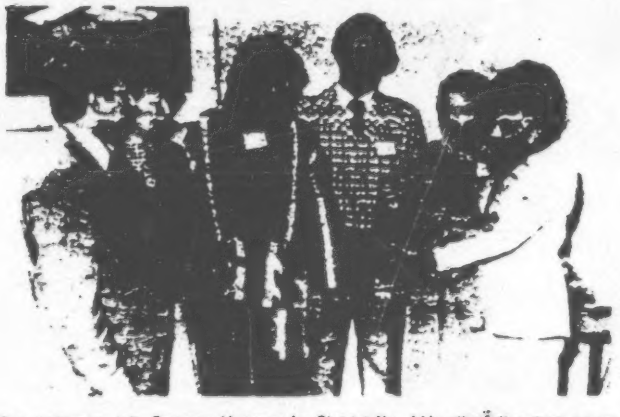
The evaluation team, headed by Ms. Annette Miller, included Dr. Joe Shively, Evaluator, Appalachia Educational Laboratory, Charleston, West Virginia; Ms. Judy Kuhlman-Harrison, EBCE Project Director, Sedalia, Missouri; Dr. Mary Klaurens, Division of Distributive Education, University of Minnesota; Ms. Laura Kiscadin, Coordinator of Career Education and Guidance, Minnesota State Department of Education, and Ron Dreyer, Program and Planning Development, Minnesota State Department of Education.

An opening session was held at the Educational Service Center on October 15th for District 11 administrators, advisory committee members, and School Board members. During the opening session the evaluation team had the opportunity to hear a very positive report on the second year evaluations results given by Dr. Tim Wentling, Director of Evaluations Consultants hired as third party evaluator for the EBCE program.

After meeting with community resource persons, students, EBCE staff, counselors and administrators during the next two days, the team reported many strengths of the EBCE program found in the areas of administration, program implementation, guidance and counseling, evaluation and dissemination. The team also looked for weaknesses from which to make recommendations for improvement.

The team reported that community resource persons were very supportive of the EBCE concept. Some resource persons told the team members that they thought the EBCE program was definitely a worthwhile expenditure of tax dollars. The team also reported that after interaction with operations staff, observation of site facilities, and inspection of programmatic records and materials it was evident that there was a relatively high degree of congruence between the implemented EBCE program and the original laboratory program after which District 11's EBCE program was modeled.

The EBCE program is in the third and final year of federal funding as a state demonstration model. The decision as to fund the program with local monies will be made in the near future.



Don Anderson, left, Program Manager for District No. 11's alternative high school program EBCE [Experience Based Career Education] talks with the team of evaluators from throughout the nation here for three days to evaluate the EBCE program. L-R are Anderson, Dr. Mary Klaurens, University of Minnesota; Laura Kincadin, State Department of Education; Dr. Joe Shively, evaluator from Appalachia Educational Lab; Annette Miller, United States Office of Education; and Judy Kuhlman-Harrison, EBCE project director, Sedalia, Missouri. Not pictured is Ron Dryer, Minnesota Department of Education.

DON ANDERSON, (left), program manager for District 11's alternative high school program EBCE (Experience Based Career Education), talks with the team of evaluators from throughout the nation, in District 11 for three days to evaluate the EBCE program. Left-right are: Anderson, Dr. Mary Klaurens, University of Minnesota; Laura Kincadin, State Department of Education; Dr. Joe Shively, evaluator from Appalachia Educational Lab; Annette Miller, United States Office of Education; and Judy Kuhlman-Harrison, EBCE project director, Sedalia, Missouri. Not pictured is Ron Dryer, Minnesota Department of Education.

Feds look at EBCE program

A team of five persons from the United States Office of Education reviewed District 11's Experienced Based Career Education (EBCE) program October 16 and 17.

The review was part of the three year federal project aimed at providing an alternative program for 11th grade students. This is the third year that the EBCE program has been in operation in District 11.

The team was headed by Annette Miller of the U.S. Office of Education. Dr. Joseph Shively, evaluator for the Appalachian Educational Laboratory; Judy Kuhlman, EBCE program director from Sedalia, Missouri; Dr. May Klaurens, from the University of Minnesota; and Laura Kiscadin, career education coordinator, State Department of Education also served on the review team.

Dr. Tim Wentling, third party evaluator for the EBCE project, presented the second year evaluation results.

Fri- Oct 26, 1979

EBCE students have positive attitudes evaluation

Students in the Experienced Based Career Education program show a very positive attitude toward learning and they feel the program better meets their needs than traditional high school programs.

These are some of the findings of an evaluation of the second year of Anoka-Hennepin District 11's EBCE program.

EBCE is an alternative program for high school juniors that gives students an opportunity to try out a variety of careers, ranging from sales, to medicine to chemistry.

Some 60 students from each of the three high schools spent a year working at career sites four days a week and working on related academic skills at school once a week.

The program, now in its third year of operation, is a demonstration project funded by the United States Department of Education.

Under the terms of the federal grant, the program must be studied each year by a third party evaluator.

Findings of last year's program were presented to the EBCE advisory committee in November.

"The report showed an improvement over the first year. The first year evaluation was excellent, so we were pleased that last year's evaluation showed an improvement over that," said program manager Don Anderson.

Anderson was particularly pleased with the reports findings on attitude toward learning.

"I feel students' attitude toward learning is extremely important. When you improve attitude toward school you are opening up possibilities to the students for all future learning," said Anderson.

The report shows 70 percent of the students indicated they now have a more positive attitude toward education; 66 percent indicated their motivation to study has increased; and 74 percent indicated their attendance record has improved.

In evaluating the program, students in EBCE were compared with a control group of students in the traditional high school program.

The study found that students in EBCE did not differ from the control group in basic skills such as reading comprehension. However, test scores in mathematics showed EBCE students scored slightly lower than the control group.

"One explanation for that finding is that only about half the EBCE students were taking math, but in the control group a much higher number of students took math," said Anderson.

Parent attitude toward the program is very positive, according to the evaluation report.

"Ninety-seven percent of the parents felt their son or daughter had a more positive attitude toward learning; a realistic attitude toward work and better study habits," said Anderson.

Resource persons at community job sites are also very supportive of the program. According to a survey of resource persons, 79 percent thought the program was an excellent way for students to learn about life and 91 percent thought EBCE was an excellent way for students to learn about careers.

In addition, 85 percent agreed they would continue to serve as resource persons.

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PROGRAM PERFORMANCE REPORT
NARRATIVE
December 31, 1979 to June 30, 1980

I. ACCOMPLISHMENTS DURING THIS PERIOD

The following objectives for the second half of year three were met:

A. To orient new students and place them at community experience sites.

1. An orientation session was held for new students during the week of January 14-18, 1980.
2. All new students were placed at community sites by the end of the orientation session.

B. To maintain communication with parents:

1. Parent conferences were held on February 13-14, 1980. Parent feedback regarding EBCE was excellent.
2. Memos were sent to parents prior to each major event.
3. The monthly newsletters were mailed to all parents.

C. The following methods were used to enhance communication with resource persons:

1. Monthly newsletters.
2. The learning coordinators visited sites each Thursday, providing written reports to program manager and site analyst on each site.
3. The site analyst periodically visited sites.
4. The program manager visited some of the experience sites.
5. The advisory committee members contacted some of the resource persons.
6. The placement coordinator made phone contacts with resource persons.

D. To obtain local funding for continuation of the EBCE program after federal funding.

Program Manager Don Anderson and Vocational Director Gerrie Driessen made a presentation to the School Board on January 28, 1980.

Director of Secondary Education Garth Lappin recommended to the School Board that the EBCE program be continued with local funding. The Board responded enthusiastically and approved the continuation of EBCE after federal funding.

E. To prepare and submit year three budget modifications USOE and receive approval:

A request for budget adjustment was submitted to USOE on February 29, 1980. The budget adjustment was approved as requested.

F. To obtain supplemental academic and career resource materials:

Additional academic and career resource materials were purchased for the EBCE centers in each of the three high schools.

G. To develop new additional experience sites:

The development of new experience sites continued on an ongoing basis. A total of 22 new sites were developed including written learning guides between January 1, 1980 and June 30, 1980. A complete list of sites with resource persons can be found in the "Resource Person Appreciation Day" program.

H. To select new students for the 1980-81 school year:

The learning coordinators from the three high schools accepted applications, interviewed interested students, conducted parent information nights and selected a total of 60 students to begin EBCE on August 25, 1980.

I. To meet regularly with the comjunity advisory committee:

1. Community advisory council meetings were held on the following dates:
   January 10, 1980: Task force plans were finalized for insurance, public relations, communications, long range planning for EBCE and Career Education.

   February 21, 1980: Task force reports were given for insurance and parent communication. The commttee provided input into the feedback instruments for the Third Party Evaluators. Plans for the annual Job Fair and Resource Person Appreciation Day were also discussed. It was decided to have small group task force meetings in March rather than the regular monthly meeting.

   April 1[illegible] 1980: Plans for a displaced homemakers project were discussed. A resolution to support and promote the cooperative CETA-EBCE project was passed by the advisory committee. The committee also provided input for the Resource Person Appreciation Day plans. Task force reports from the March meeting were given.

   May 8, 1980: The Public Relations Task Force reported on their meeting. They zeroed in on target areas for public relations activities and provided an excellent plan of action. The Communication Committee also reported. Future task force plans for the 1980-81 year were made. A representative from the CETA program discussed the displaced homemakers project.

J. To disseminate the EBCE program statewide:

1. Educators from other school districts were invited to visit the EBCE center.
2. Presentations were given in several locations of Minnesota by Chris Lewis, Information/Staff Development Specialist.

K. To in-service staff:

The EBCE staff were in-serviced through weekly staff meetings and attendance at the National EBCE Network Conference in St. Louis, Missouri.

L. To conduct large group activities with students on a monthly basis:

1. The following large group activities were conducted during the second half year:

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a. January 30, 1980: A field trip to 3-M Company was held.
b. February 26, 1980: A field trip to the Science Museum in St. Paul, Minnesota was held.
c. March 27, 1980: A Job Fair was held at the National Guard Armory in Anoka, Minnesota.
d. April 29, 1980: Post Testing; a speaker on student rights/records and other activities was conducted during the day.
e. May 27, 1980: Resource Person Appreciation Day was attended by all EBCE students. Other group activities were also conducted by the learning coordinators.
f. May 28, 1980: The learning coordinators accompanied the students on a field trip to the Minesota zoological Gardens in Apple Valley, Minnesota.

M. To make necessary modifications and reduction in staffing positions for the 1980-81 school year in order to make the transition from a federally funded state model of EBCE to a locally funded program:

A presentation was made to the School Board on January 28, 1980 outlining a reduction of EBCE staff positions for the 1980-81 school year. The School Board approved the staffing modifications as presented.

N. To utilize teachers and learning coordinators from Anoka-Hennepin School District No. 11 to update cross reference catalogs and activities for basic competencies:

Linda Templin, English teacher from Coon Rapids Senior High, DiAnn Dougherty, EBCE Learning Coordinator from Coon Rapids Senior High, and Dave Sekhon, EBCE Learning Coordinator from Blaine Senior High, updated the Cross Reference Catalogs for English and developed a Career Education Cross Reference Catalog. Activity sheets were also developed for the basic competencies.

O. To conduct training sessions for new EBCE staff members for the 1980-81 school year:

Chris Lewis, Information and Staff Development Specialist, provided training to the following EBCE staff members during the weeks of June 2-13, 1980:

Dave Sekhon - Learning Coordinator, Blaine Senior High
Alfred Schaffer - Learning Coordinator, Anoka Senior High
DiAnn Dougherty - Learning Coordinator, Coon Rapids Senior High

P. To submit a proposal for vocational funding to the Minnesota State Department of Education.

1. A proposal requesting vocational funding for the EBCE program was submitted by Gerrie Driessen to the Minnesota State Department of Education in February, 1980.
2. Tom Storm, Manager of Secondary Vocation Programs, Minnesota State Department of Education, met with Gerrie Driessen, Donald Anderson and EBCE staff on March 28, 1980 to discuss the proposal.
3. On May 28, 1980, Patrick DiPlacido, Secondary Vocational Division, Minnesota State Department of Education, met with EBCE staff for an - indepth discussion of possible vocational funding for EBCE for the 1981-82 school year. Further planning sessions will take place in the near future.

II. MAJOR ACTIVITIES AND EVENTS

A. A full program of orientation was planned and carried out the week of January 14-19, 1980 for the new second semester EBCE students.

B. A most significant accomplishment of this report period occurred on January 28, 1980. Don Anderson, Program Manager, and Gerrie Driessen, appeared before the School Board to report on the Experience Based Career Education Project. Following the report, Superintendent Lewis Finch recommended to the School Board that the EBCE program be continued with local funds after completion of the federal grant on June 30, 1980. Garth Lappin, Director of Secondary Education, also recommended continuation of the Experience Based Career Education Program. The recommendation for continuation of EBCE was unanimously approved by the School Board members.

C. A proposal was submitted to the Minnesota State Department of Education for vocational funding of the EBCE program for the school year 1981-82.

D. The community advisory committee continued to provide valuable assistance and guidance to the EBCe program through the task force groups and the regular monthly meetings.

E. The process of student recruitment and selection for the 1980-81 school year was finalized for Anoka, Blaine, and Coon Rapids Senior High Schools.

F. A student Job Fair held at the Anoka Armory on March 27, 1980. Twenty-three personnel directors and representatives of the business community participated. Each of the EBCE students prepared written resumes and application forms for employment. The students were interviewed by two or more interviewers.

G. The post-testing of EBCE students and control students was completed in May, 1980.

H. A displaced homemakers project was jointly planned utilizing CETA personnel and EBCE resource sites. The project was enthusiastically endorsed by the EBCE Community Advisory Committee. The joint venture also plans to offer EBCE students the use of CETA Career Resource Materials.

I. An Appreciation Day was held for resource persons at the Bunker Hills Activity Center on May 27, 1980. Superintendent Lewis Finch spoke to the students and resource persons.

J. Staff training sessions for learning coordinators from Anoka, Blaine, and Coon Rapids Senior High Schools took place during the weeks of June 2-13, 1980.

III. PROBLEMS

A. Although the development of new experience sites continued throughout the second half of the year, the number of sites developed fell short of the goal. The need for new sites, site maintenance, and updating of learning guides remains a high priority.

IV. PUBLICITY ACTIVITIES

A. The following publicity activities were published during the second half of the year:

1. News articles
Action of the School Board — January 28, 1980
ABC Newspapers — February 1, 1980
Minneapolis STar — May 1, 1980
ABC Newspapers — May 23, 1980
ABC Newspapers — May 30, 1980

V. DISSEMINATION ACTIVITIES

A. Chris Lewis, Information/Staff Development Specialist, had the major responsibility for dissemination activities during the second half year:

Dissemination Activities:

January 2-10: Coon Rapids Senior High School pilot tested EBCE career development material to an honor's class. Results were very positive. Teacher will conduct sessions for all classes.

January 9: Visited Hosterman Junior High in Robbinsdale; accompanied by junior high teacher from Jackson Junior High School,

January 10: Presented program to Robert Nesbitt, counselor from Coon Rapids Junior High School.

January 11: Meeting with Anoka Vocational Technical Institute counselors. They will use EBCE career development material in classes for mid-career change.

January 18: Don Anderson attended the advisory committee meeting for CETA/Education Linkages at the Teacher Exchange Center, University of Minnesota.

January 21: Presented Career Information System to Anoka AVTI staff.

January 23: Red Wing, Minnesota requested to present EBCE to high school administrator and staff. Dan Mjolsness, Superintendent, Nancy Mason, CETA Linkage Coordinator.

January 24: Visitors: Gary Bowman from CETA Linkage Unit at the Minnesota State Department of Education; Joyce Walker from Department of Economic Security.

January 25: Visitor: Jim Bailey from the University of Minnesota.

February 6: Active participant of the Career Education Advisory Committee for Metro Area.

February 8: Visitor: Galen Nordstrom from Control Data's Fairbreak Program.

February 12: Visitors from Vocational Technical Institute 916.

February 22: Visitor: John Humphrey from Chaska High School, Chaska, Minnesota.

February 25: Presentation at teacher in-service in Austin, Minnesota; Al Frazee, Curriculum Director.

Febraury 26: Visitor: Norma Simms, Metropolitan University. Will utilize EBCE components in CETA's displaced homemakers program.

March 3: Taught career development class from the Anoka AVTI as a pilot.

March 5: Visitor: Arlan Benson, counselor at Kellog Senior High School, Roseville, Minnesota.

March 6: Presentation to District No. 11's math department heads.

March 14: meeting with Steve Frantz of Educational CETA Linkage Unit, and Milt Jacobson, Anoka AVTI counselor, to discuss the possibility of a career resource center at AVTI.

March 21: Visitor: Roger Canfield from Mora, Minnesota; Coordinator of CETA Youth Programs.

March 24: Visitors: Dee Olson and Wayne Larken from Roosevelt Junior High. Will use EBCE materials in classroom.

March 27: Presentation: Anoka Rotary Club meeting.

March 28: Meeting with head counselor at Anoka Senior High.

April 9: Visitor Karen Willie.

April 10: Presentation at CAreer Education conference — Marshall, Minnesota; Kail Evers, Career Education Coordinator.

April 16: Meeting of Metro Area Educational Cooperative Service Unit (ECSU) Career Educational Advisory Council.

April 24: Anoka Senior High — Meeting with Sandy Selinski, Bill Beckman, counselors, advised on career development program design.

April 28: ECSU Career Education Advisory meeting to set up workshop.

May 2: Visitor: Dory Schumaker, Mike Day; Princeton, Minnesota.

May 28: Gerrie Driessen, Vocational director; Don Anderson, Program Manager; and EBCE staff members met with Patrick DiPlacido, Minnesota State Department of Education, Secondary Vocational Program Division, attempting to obtain vocational funding for EBCe.

June 2-6: Individual session for training learning coordinators.

June 11-13: Training session for Alfred Schaffer, new Anoka Senior High learning coordinator.

VI. PROGRESS OF DATA COLLECTION AND EVALUATION PLANS PROCEDURE

A. The feedback instruments were developed and administered to students, parents, and resource persons, and former students from the first two years of program operations.

B. The post-testing of EBCE students and control group was completed by the third party evaluator.

C. The annual evaluation report and a final synthesis of the evaluation results over the three year period was prepared and submitted by the third party evaluator.

VII. OTHER ACTIVITIES

N/A

VIII. STAFF EMPLOYMENT AND UTILIZATION

A. Staff functioned within the roles as defined in the original proposal and the job descriptions for the current year.

B. Chris Lewis continued to disseminate EBCE throughout Minnesota and within Anoka-Hennepin District No. 11.

C. Learning coordinator positions at Blaine Senior High and Anoka Senior High were open for the 1980-81 school year. The two positions were posted and applications were received by the Anoka-Hennepin School District No. 11 Personnel Department. The principals from the two high schools interviewed applicants. Dave Sekhon, a learning coordinator with the Anoka-Hennepin District No. 11 EBCE program during the first two years of operation, was selected as the learning coordinator at Blaine Senior High. Alfred Schaffer was selected as the Anoka Senior High Learning coordinator.

IX. STAFF DEVELOPMENT

A. Weekly staff meetings were held for identifying needs and determining ways of meeting them cooperatively. All EBCE staff members received agendas prior to each meeting. The meetings greatly helped maintain communication with the EBCE staff, who were located in three high schools and an EBCE central office. Minutes of each meeting helped to keep all staff members aware of upcoming activities and individual responsibilities.

B. Learning Coordinators Sandy Hennessy, Barb Hallman, DiAnn Dougherty, and Site Analyst Don Smerlinder attended the National EBCE Network Conference in St. Louis, Missouri on February 7, 8, 9, and 10, 1980.

C. Chris Lewis, Information/Staff Development Specialist, conducted training sessions for the three 1980-81 learning coordinators during the weeks of June 2-13, 1980.

ACTION OF THE SCHOOL BOARD

Anoka-Hennepin Independent School District No. 11

January 28, 1980

EBCE PROGRAM EXTENDED ONE MORE YEAR

Don Anderson, Program Manager for the Experience Based Career Education Program (EBCE), presented a report on the three year federally funded program. After reviewing the structure of the program during the past three years, he explained that the federal funding ends at the conclusion of this school year, but that the secondary administration recommends that the program continue with funding by the school district. He explained that if the program were to continue the number of staff would be reduced and the structure changed. He recommended that the three learning coordinators remain at the senior high schools under the supervision and direction of the principals. On the district level, he recommends that the staff be reduced from five persons to two persons. These two would include the Experience Site Analyst and one person who serves as an administrative secretary and placement coordinator. He also recommended that the program be changed from a one year committment by students to a semester commitment. This would double the number of students who can benefit from the program. He estimated the cost to the school district to be $37,000.

The Board approved the program for one more year.

THE ANOKA HERALD ANOKA FREE PRESS, THE BETHEL BANNER, RIDLEY FREE PRESS AND SUBURBAN LIFE
Friday, February 1, 1980 -- 28 Pages (USPS 131-820)

EBCE program approved for another year

Experienced Based Career Education (EBCE), a federally-funded demonstration project in District 11 high schools, will be offered to students at least another year, although it is no longer eligible for outside funding.

District 11 School Board voted Monday to continue the program, including it in the regular budget for secondary education.

EBCE is an alternative program for high school juniors that blends academic activities with career exploration experiences. Students spend four days a week exploring various careers at job sites in the metropolitan area. The fifth day is spent working on academic skills at their home high school.

District 11 received a federal grant of $454,491 to demonstrate the project in Minnesota. The program is now in its third and final year of federal funding.

With some changes in its structure, the cost of the program will be reduced to fit into the budget.

As a demonstration project, District 11 was required to disseminate information about EBCE to interested schools around the state. Without the demonstration component, however, the size of the staff can be reduced.

The program will consist of one EBCE learning coordinator (teacher) at each high school. In addition an administrative secretary-placement coordinator and an experience site analyst will work centrally, developing work sites and placing students in sites.

Secondary Education Director Garth Lappin told the school board the high school principals are willing to work the learning coordinator positions into their normal staffing allotment.

"That leaves the other two positions to be funded centrally. Cost over and above normal programming would be about $37,000," he said.

School board member Betty Hardie said she felt it was well worth the expense to continue the program.

Board chairman Jim LiaBraaten expressed some doubts about the program, however, particularly over the need for a full-time job site analyst. He felt the learning coordinators could perform this function in the same way that coordinators for programs such as distributive education and vocational-industrial work experience programs find jobs for their students.

EBCE program manager Don Anderson explained that the job of finding sites for EBCE students is much more complex. Many more sites are needed because students move from site to site every few weeks.

In addition, learning guides must be developed for each site. The site analyst must always be looking for new sites. About 130 different sites is considered a good number. The program currently has 107 sites.

School board member Susan Anderson asked how the learning coordinator at each school can teach students subjects such as higher algebra and physics. "The learning coordinators certainly can't be qualified to teach every class," she said. "What do students do if they are interested in advanced level courses."

Don Anderson explained that EBCE students have the option of taking those advanced level courses as an elective. Each EBCE student is eligible to take one elective.

Lappin and Don Anderson told the board there was much support for the program among parents, students and resource persons at the various job sites.

"It is exciting for me to see how much enthusiasm there is for this program among students and in the community. I think there is a real need for the program," said Anderson.

A third-party evaluation of the program supported Anderson's statements. Evaluation results showed that 90 percent of parents felt the career exploration activities were beneficial to their child, 61 percent felt the quality of education experiences in EBCE were superior to other educational experiences their child has had.

Over half felt their son or daughter had a more positive attitude toward learning because of EBCE.

A large majority of students in EBCE felt the program better met their needs than a traditional education program. In addition, their general attitude toward education became more positive.

Susan Anderson moved to approve the program for another year.

Students in career program get the best of two worlds

Twenty students each from Blaine, Coon Rapids and Anoka high schools are participating in a pilot program to determine whether the careers they have been thinking about really are what they want.

The program—Experience Based Career Education—gives juniors at the schools a chance to work in fields they believe may lead to permanent careers. Students, instead of going to regular classes, go into the working world for four days with firms or persons in their selected fields. On the fifth day they attend classes. They receive no pay but do receive school credits.

The students observe, ask questions, and, where possible, try some of the jobs.

"They are students who want to explore careers before they have to go out and do them for real," said Sandy Hennessy, learning coordinator at Blaine High School.

"Students could explore five or six careers in the community during the semester and receive full academic credit. On the fifth day, they return to required courses in English, history and whatever other electives they are taking," she said.

Under the supervision of the learning coordinator, students can diversify by choosing many different job experience sites.

Dave Olson of Ham Lake is a junior at Blaine. He believed his principal interest was in wildlife and his secondary interest was in cabinet-making.

Olson

His learning sites included Carlos Avery Wildlife Management Area, forestry stations, a sporting goods store, a taxidermy shop, a chemical firm, a forest fire at William O'Brien State Park and The Minneapolis Star, where he checked out outdoors writing.

"My first choice had been game and fish," Olson said. "I like to hunt and I like to fish. But after two weeks at the game farm and 11 weeks in forestry work, I have come to the conclusions that my first choice of a career is in forestry. I would like to be a forestry technician."

Olson expects to enter college next year. (The program is for either college candidates or those who plan to enter the work force from high school.)

Olson helped fight the forest fire at William O'Brien. "That was interesting, if hard, work. I think that's where I made my final decision that forestry is my first choice.

"I enjoyed almost all of the program. The part I probably liked least was at the chemical concern. I did like one project in Anoka that made desks. I also enjoyed working at a cabinet firm. At some of the others I wasn't doing much except punching keys."

The work experience program is not designed to prepare students for specific jobs, Hennessy said. The object is not vocational training but career awareness.

"Many high school students want and need to learn about the world of work and experience," she said.

THE A-B-C NEWSPAPERS

FRIDAY, MAY 23, 1980

New project

The Experience Based Career Education Program (EBCE), a career exploration program for District 11 juniors, has announced a new cooperative project.

As of May 1, EBCE and Metro State University's career life and planning center agreed to cooperate in a new project.

This project has select clients from Anoka County CETA's displaced homemakers program investigate career options by using cooperating EBCE learning sites. These explorations provide a one or two-day interview and observation type of experience.

The purpose of these experiences is to help displaced homemakers become more aware of available career opportunities.

Joyce LeClaire, director of the career life program, stated, "This program will help displaced homemakers discover what career options are open to them.

THE A-B-C NEWSPAPERS

FRIDAY, MAY 30, 1980

RESOURCE PERSONS participating in Anoka Hennepin School District 11's Experienced Based Career Education program (EBCE) were awarded certificates of appreciation for their work with EBCE students during the past school year. Four resource persons were selected to receive special awards for their exemplary work - Mary Ann Williams of Flowers and Things, Sgt. Bill Erickson, Anoka County Sheriff's office, Harold Foell, Anoka Hennepin Cabinet Shop and Mike Ehrlichman, aide to Hennepin County Commissioner John Derus. Superintendent Lewis Finch spoke to students and resource persons and Kari Watchke (above), a Blaine High School student, gave a humorous interpretation from "The Importance of Being Earnest." EBCE staff were given certificates of appreciation from the students.

JANUARY 1980 EBCE NEWSLETTER

The EBCE staff would like to wish all of you a very HAPPY NEW YEAR!!

NEW SITES: We would like to welcome the following new participating sites to the EBCE Program:

Fred Coop's Locksmith Service
Anoka

National Bushing & Parts, Anoka

Anoka Taxidermy

DeZiel's Restaurant, Anoka

Mary Rebecca Eaton, T.E.C.
Interpreter for Deaf Students

Recreational Therapist
Camilia Rose Convalescent
Coon Rapids

The Sunshine Station Day Care,
Blaine

Optical Studios, Inc.
Coon Rapids

Tom Anderson Insurance Agency
Spring Lake Park

The Pet Ranch, Northtown

Washington Elementary
Media Center, Anoka

Anoka Decorating, Anoka

Anoka Aviation, Blaine

Just For Kids Day Care, Anoka

O.K. Family Shoes, Anoka

Pioneer Dental Lab, Blaine

R & C Ranch, Ham Lake

Bob's Super Value, Ramsey

Village Floral, Blaine

We would like to thank EBCE student Jim Sax for helping develop the O.K. Family Shoe Store in Anoka and Theresa McNellis who has been very helpful in providing leads on various new sites. A special thanks is also in order to EBCE Advisory Committee Chairperson, Gail Czech of We-Do Crafts for helping develop the Anoka Aviation, Anoka Decorating, and Bob's Super Value experience sites.

WHERE ARE THEY NOW? Anita Sandford (78-79) is currently in the Blaine Senior High Office Practice Program and works afternoons as a switchboard operator in the B.S.H. office. Terri Wilbur (78-79) is also in the Office Practice Program at C.R.S.H. and is working at Mercy Hospital..... Doug McCloskey (78) is currently serving in the U.S. Army in the Special Forces. He is stationed in Italy about 50 miles north of Venice. Doug is taking college courses through the extension program of the University of Maryland. He is planning on becoming an aeronautical engineer.

STUDENT CONDUCT: Each year there are a few incidents of students not behaving in a responsible and adult manner. We expect our students to maintain the same sort of behavior that an employer would expect from his or her employee.

If a student is not behaving as he or she should, the resource person at the site should immediately contact the EBCE office or the high school learning coordinator, and we will take care of the matter. Sometimes the students are going through a period of crisis in their lives. Perhaps it is boy/girl problems, an illness in the family, other family problems, or perhaps their own personal health.

Sometimes a crisis for a teenager might seem rather trivial to an older person, but try to remember back when you were sixteen.... isn't hindsight wonderful!

Please appreciate that if you, as a resource person, do not tell the learning coordinators or the EBCE office staff about a problem with a student, we have no way of knowing what is happening at the site, therefore, we cannot help you or the student to correct the problem. Please feel free to discuss anything bothering you regarding student placement.

If at all possible, please keep track of the time spent by the student at your site. Be strict with them and don't be afraid to ask where they've been if late or absent. We know your time is precious but we ask that you would take a minute each day to fill in the time on the back of the blue evaluation form you receive for each student. This is the only true picture we have of the hours the student spends at your site and how well he/she does while there. If your employees punch a time card it may be simpler to have the student punch in and out, then send the time card in along with the blue evaluation form, in the envelope provided. Again, we thank you for your time and interest and for participating in this fine program!

SMOKING POLICY: Some resource people have asked about students smoking at their sites. Our policy, as stated in the student handbook, is that the experience sites are really an extension of the school and students under 18 years of age ARE NOT ALLOWED TO SMOKE. None of our EBCE students are 18 years old yet.

NEW STUDENT SELECTION: We would like to welcome the following new students into the EBCE Program for second semester: Anita Meyers, Glen Harren, Kelly Taylor, and Sandy Meyer all from Blaine Senior High; Cheryl Cederburg, Nancy Nielsen, Julie Hecker and Laura Schnieder from Anoka Senior; Rebecca Odegaard, Janelle Antil, Blake Carlson, Brenda Foslien, Paul Blake and Charlie Silkett from Coon Rapids Senior High.

We hope each one will find the challenge and excitement that is possible in this program.

PLEASE CLIP AND SAVE!

CALENDAR OF EBCE STUDENT EVENTS

JAN. 30 - Student Field Trip
FEB. 14, 15 - Parent Conferences
FEB. 18 - President's Day
FEB. 26 - All Student In-House Day
MAR. 27 - EBCE Job Fair
MAR. 31-APR. 7 - Spring Break
APR. 29 - All Student In-House Day
MAY 26 - Memorial Day
MAY 27 - Resource Person Appreciation Day
MAY 28 - Last day of school - Testing

PLEASE CLIP AND SAVE!

EBCE FEBRUARY 1980 NEWSLETTER

FOURTH YEAR FUNDING

The most important news for the EBCE program at this time is that the program will be picked up on local funds next year. Up to now EBCE has been federally funded as a model for the State of Minnesota.

EBCE Program Manager Don Anderson presented the highlights of the project to the school board on Monday, January 28. Superintendent Lewis Finch then commended the EBCE Community Advisory Council for its active role and excellent input in the EBCE program. Dr. Finch then recommended that the EBCE program be funded for the 1980-81 school year. Garth Lappin, Director of Secondary Education, related recommendations of the principals to continue the program. The school board, upon receiving these recommendations voted to approve the submitted budget. The budget will pick up costs of one learning coordinator in each high school and a central staff of two, the site analyst and the placement coordinator/secretary.

The strong support of the community, parents and students was an important factor in receiving a favorable decision from the school board. We would like to thank all those people who have contributed so much to the success of the EBCE program.

WHERE ARE THEY NOW?

Tami Peterson, (A.S.H. -'78) has enrolled in the Surgical Technician Course at Anoka AVTI. As part of Tami's EBCE experience she audited the Surgical Tech classes, then during field experience Tami observed a number of surgical operations, being allowed to stand next to the operating table. She said this experience gave her confidence in selecting surgical technician as a career.....Greg Zornes, (A.S.H.-'79) is planning to attend college next year, either Northwest Bible College or the University of Minnesota to study law..... Shelli Long (1978-79, B.S.H.) has recently been elected State President of the H.E.A.R.T. Youth Organization. (Home Economics and related training). She is doing a super job of promoting the organization by making numerous contacts with parents and students. Shelli is also one of EBCE's most vocal supporters.....Cindy Bennett and Penny Entsminger (B.S.H.-'78-'79) are both enrolled in the Co-op program at Blaine. They are doing an outstanding job on the program. Cindy is taking classes at Robinson Beauty School and Penny is at Woolworth's at Northtown in fabrics and fashions.

STUDENT SITE EVALUATIONS:

This past semester the EBCE students have been evaluating their site experiences with each resource person. In the past the R.P.'s have indicated that they would like to know more about student reactions to their site. These evaluations will help to provide the desired feed-back. The staff is presently compiling student responses and each resource person will receive a composite of student responses soon. We hope these will be helpful to the R.P.in giving the student an even better experience. If you should desire an immediate "student feedback" please feel free to call the EBCE office (427-1660) and we would be happy to provide you with information supplied by the students on their evaluation form.

CAREER EDUCATION CONCEPT EXPANDS:

Steve Larson, social studies teacher at Coon Rapids Senior High, conducted an eight day career exploration unit with his classes. Mr. Larson was assisted by EBCE staff Information Specialist Chris Lewis. The unit was based on materials used in EBCE and was very well received by students. It was recommended after completion of the unit that the course be offered to other social studies classes.

NEW SITES:

New sites developed this month were: Administrative aide to Minneapolis city council member Judy Corrao; Anoka County Extension Services; Doug Ford, swimming instructor at Fred Moore Junior High; and Kim Bloom, District 11 adaptive physical education instructor.

NEW STUDENT ORIENTATION:

Fifteen new EBCE students started the program second semester. Chris Lewis, aided by other EBCE staff, put the students through a grueling 3-day period of testing, assessments and general orientation of how the EBCE program works. On the 4th day the students returned to their home schools to meet with their learning coordinators and received academic assignments before going out into the community. On day-5 the students were given a bus tour of experience sites with Don Smerlinder, site analyst. They covered approximately 70 miles and about 85% of the sites were pointed out.

EBCE STUDENT OF THE MONTH:

In order to recognize outstanding achievements of students in the EBCE program we are instituting a "STUDENT OF THE MONTH" section in our newsletter. We realize that the achievements of our students are many, so this recognition of a few will serve to epitomize all students who have achieved in the spirit of EBCE.

The first student of the month is Theresa McNellis from Anoka Senior High. Theresa has done an outstanding job at all of her sites. She has spent 13 weeks at the Hennepin Government Center working with Commissioner John Derus and his aide, Mike Ehrlichmann; 3 weeks at Babcock Locher law office in Anoka; and she is currently at the ABC Travel Agency in Anoka on a 7-week placement. Theresa has a real "take-charge" attitude and an inquisitive mind. Reports from her R.P.'s have ranged from excellent to fantastic. Her learning coordinator, Barb Hallman stated that Theresa was a positive force among the students and that she was more than willing to tackle difficult projects. She also said that Theresa was a great promoter of the EBCE program to students, teachers and community members. She has been active in recruiting sites and although some potential sites could not be developed, she was instrumental in developing the Minneapolis City Council office of Judy Corrao. Rolf Hanson, administrative aide to Judy Corrao will be the resource person at this site. Theresa will be the first student to be placed at this new site and her placement will begin on February 21. Great job Theresa and congratulations!!

MARCH EBCE NEWSLETTER

* JOB FAIR TO BE HELD MARCH 27 - On March 27, all EBCE students will participate in a simulated job interview fair. The interviewers will be professionals from the community, who do interviewing and hiring for the organizations they represent.

The students have prepared resumes and application forms in two areas of projected career interest. The students will be matched with interviewers representing those career areas.

These interviews will provide a valuable learning experience for the students. Again, this learning experience is only possible because of the willingness of the community members to help our students learn.

* STUDENT OF THE MONTH - This month's Student of the Month is Julie Grendahl of Coon Rapids Senior High. Julie has been outstanding in utilizing the career exploration opportunities in the program. Julie's diverse interests are reflected in the sites she has explored this year. These include a reading specialist at an elementary school, merchandising and management at the Elegant Closet, physical therapy at Camilia Rose Convalescent, hair styling at Powers Beauty Salon; drapery making at Meg Bearl Draperies; city assessor at Coon Rapids City Hall; counselor at the Minnesota State Employment Service; photography at Photo Image, and social service at Camilia Rose.

Her next placement will be with an adaptive physical education teacher.

DiAnn Dougherty said, "Julie makes exceptionally good use of her time and has used the program quite effectively". DiAnn Dougherty continued to praise Julie's work as being exceptional and says "Julie always seems to put that little extra effort in everything she does".

The resource people Julie has worked with have been equally impressed. Frequent comments have been heard on Julie's overall competence and thoroughness. Congratulations Julie on a job well done!

* NATIONAL EBCE CONFERENCE - The third National EBCE Association Conference was held on February 7-10 in St. Louis, Mo. District 11 was represented by EBCE Site Analyst Don Smerlinder and Learning Coordinators Barb Hallman, Anoka Senior, Sandy Hennessy, Blaine Senior and DiAnn Dougherty, Coon Rapids Senior High.

The Conference proved to be very beneficial to our staff. The information gained from the workshops and informal discussions gave the staff many valuable ideas on making our own EBCE Program even better.

A highlight of the Conference was the observation shared by all staff of the quality our model's academic and career exploration components. This observation increased the staff's already high enthusiasm.

Another positive contribution was the realization of the extent of EBCE nation-wide. Currently there are over 200 EBCE programs serving over 20,000 students. Our community resource people and fellow educators can now start realizing that District 11's EBCE program is the trend of the future.

As the result of attending the national conference, the EBCE staff is planning a future workshop for District 11 staff on the utilization of career education concepts into the traditional school curriculum.

* NEW SITES: We would like to welcome the following new participating sites: Technical Dental Arts, a dental lab in New Hope; Central Dental, a dental clinic in Fridley; Susan Quinn, Speech Pathologist, Morrow's Restaurant and Deli, Anoka, and International Merchandising at Anoka TEC.

* CHANGES: - Our congratulations go out to Sandy Hennessy, EBCE Learning Coordinator at Blaine, on her upcoming March 29th marriage to Ken Vold, a math teacher at Northdale Junior High.

* STUDENT SITE EVALUATIONS: In response to the needs of our resource persons and in order to make our program even better, EBCE students are asked to fill out an evaluation for each site at the completion of their placement. These evaluations give both the staff and the resource person ideas on the effectiveness of sites and what improvements can be made. Compiling of this information into a usable form was a massive chore. We are sending out the results of student reactions in a composite evaluation to the resource people along with this newsletter. If a resource person does not receive a composite evaluation, either there were no students placed at the site this year or the student(s) at the site did not submit an evaluation form.

We hope that these evaluations will prove useful to the resource person.

* WHERE ARE THEY NOW? Recently we had a long phone conversation with Virginia Iverson's mother. She called to tell us how important the program was to her daughter's career plans and that she wanted to inform the community, educators and administrators in the school district of changes EBCE made in her daughter.

Mrs. Iverson said before her daughter entered the program that she never participated in any school activities and was told by counselors that she was not suited for a college program. After Virginia entered EBCE her mother started to notice significant changes in her daughter. She felt that the program helped her mature much faster because of the format of instruction and the responsibilities and opportunities which were offered. Virginia explored a number of different sites including a veterinarian, a stable, and the U.S. Soil Conservation Service.

Under the guidance of resource person Bill Vidrine, Virginia became very excited about soil and soil conservation. She did an outstanding job at the site, and was offered a summer job at the site. Virginia then started thinking about college programs in this field. Returning to Coon Rapids Senior High to finish her senior year, she applied and was accepted into the two year Soil and Chemical Program at the University of Minnesota at Waseca. She is now finishing her first year there.

Mrs. Iverson related how Virginia is now thinking of taking the four year program in Soil and Chemicals, because she has been so successful in her first year. Virginia has been elected a student senator, was the first freshman ever nominated for Snowflake Queen, and is on a soil testing team that competes with other colleges in a soil testing "olympics".

Mrs. Iverson feels that the concern of the EBCE staff, along with a concerned resource person, Bill Vidrine, have made a tremendous change in Virginia's attitude and life goals. Bill Vidrine, Mrs. Iverson stated, still sees Virginia and the two have become good friends.

One success story - - and there are more!

EBCE MAY NEWSLETTER

RESOURCE PERSON APPRECIATION DAY: The EBCE staff and students will host the Third Annual Resource Appreciation Day on May 27 from 9-11 a.m. at Bunker Activity Center. Plans are being made for speakers, entertainment and refreshments. Featured speakers will include James LiaBraaten, school board chairman. The main purpose of this day is to recognize the dedicated and conscientious involvement of the community in promoting educational opportunities for District 11 EBCE students. Invitations will be sent out soon and we are hoping a large number of resource people and District 11 personnel will plan to attend!

STUDENT OF THE MONTH: EBCE student of the month is JEANETTE BLACK of Blaine Senior High. Jeanette is interested in law enforcement and resort/hotel management. In order to explore these careers, she has been placed at the Anoka County Sheriff's office, Angelique's, Total Look, Holiday Inn, Anoka County Airport, Hennepin County Commissioner John Derus's office, and other sites offering management and public relations experience. Counseled by a resource person at Holiday Inn, she learned managers must be able to communicate very well in dealing with people and she has done exercises in grammar, oral communications and assertiveness. As a senior she plans to take courses in speech, theater and typing to further improve her communication skills. Jeanette has consistently exhibited responsibility and dedication to whatever task she assumes. Congratulations Jeanette for your effort and follow-through!

STUDENT SELECTION FOR 1st SEMESTER NEXT YEAR: The EBCE staff would like to thank all the counselors, deans, and assistant principals for their cooperation, input and recommendations in the selection of EBCE students for next year. There are still a few openings for second semester of next year. 1980-81 first semester EBCE students are:

ANOKA SENIOR HIGH

Denise Bailey	Lori Fisk	Kraig Madsen	John Taylor
Carol Burnell	Leisa Fix	Julie Schneider	Lori Tolve
Linda Jo Clark	Yvonne Gregory	James Simpson	Dave Vincent
Gregory Cool	Lynn Hollom	Sonia Smith	James Zirngible
Cynthia Duschane	Tammie Kissiah	Patti Stick	

BLAINE SENIOR HIGH

Karynn Anderson	Leora Erbe	Lisa LeVesseur	Tim Olson
Bob Bakken	Vicky Decker	Lori McKay	Julie Ostrander
Jay Becker	Leanna Fruth	Mike Nelson	Randy Peters
Debra Burrow	Laura Gunderson	Jenny Ogdahl	Cari Stenger

COON RAPIDS SENIOR HIGH

Diane Anderson	Lisa Grendahl	Pat Moeller	Lisa Silbert
Frank Barna	Mike Gulbranson	Jeff Norton	Susan Wahlberg
Dan Beckman	Steve Jacobson	Jodie Peters	James Williams
Johanna Bequeath	David Loftness	Raejean Peterson	Cynthia Wollin
Pam Erickson	James Mann	Jeff Radimecky	Greg Zeece

We would like to WELCOME these students to the exciting world of EBCE!

JOB INTERVIEW FAIR: On Thursday, March 27, all EBCE students participated in the Second Annual Job Interview Fair. After exploring various careers the students selected two careers they would be interested in pursuing. They prepared resumes and job applications and were interviewed by 23 professionals from the community who have had extensive knowledge of job qualifications. The volunteer interviewers evaluated each student as if they were applicants for a "real" job. Both students and interviewers felt it was a very rewarding experience. Students' comments were very positive. An often heard comment was: "This will really help me when I have a real job interview...I won't be so nervous and will know what is expected of me".

An interviewer stated: "It's very refreshing to see the school system giving students a chance to see what the real world of work is like." Another said "This was an excellent opportunity for the students to find out how they will be treated as a job applicant, what kinds of questions are asked of them and what employers expect". The most frequent comment was "I enjoyed being a part of the Job Fair".

The EBCE staff and students would again like to THANK ALL THE INTERVIEWERS who so unselfishly gave of their time for this valuable learning experience.

WHERE ARE THEY NOW? Sandy Woodcock (B.S.H., '78) entered military service in October '79 and has been stationed at Fort Jackson, S.C. In February her parents announced her engagement to Sgt. Walter Barrow, III, from DeQueen, Arkansas. Wedding plans were made for March. Our best wishes to Sandy and her new husband!

Congratulations to Shelli Long and Anita Sandford (B.S.H. '79), and Karie Watchke and Debbie Larson (B.S.H. '80) for being selected to the National Honor Society. Also, best wishes to Kari for her fine showing in the State Speech Regionals!

ON THEIR WAY: Congratulations to Jolene Torkelson and Jackie Chelberg for their acceptance into Blaine's HEART (Home Economics & Related Training) program. As a senior Jackie will spend mornings in classes and attend Robbinsdale Beauty School afternoons. By June of '81 she will have graduated from high school and will have completed course requirements for becoming a licensed cosmetologist. Jolene has elected to defer her training until she graduates. She will participate in the HEART program in her senior year, which will allow her to gain valuable experience plus earn money for beauty school. Both Jolene and Jackie spent several weeks at Total Look Hair Design, getting a close look at their chosen career. Jackie also observed at Northdale Barber and Powers Beauty Salon.

ANOTHER STEP FORWARD: Congratulations are also in order for Dave Olson, who has been selected for the Outdoor Adventures class at B.S.H. next year. This is an intensive, specialized course offering credit in both Biology and Physical Education. Coursework stresses learning-by-doing, including: hunting, trapping, fishing, backpacking, orienteering, camping, canoeing, rock climbing, skiing, snowshoeing, wildlife photography and edible wild plants. Dave has used his time in EBCE to explore outdoor related careers at: Carlos Avery Game Farm, Coon Rapids Forestry Dept., U.S. Soil Conservation Services, Haven's Taxidermy, and Carlos Avery Forestry Dept.

RESOURCE PEOPLE AND STUDENTS, HAVE A NICE SUMMER AND KEEP IN TOUCH!!

REQUEST FOR ADVANCE OR REIMBURSEMENT

(See instructions on back)

Approved by Office of Management and Budget, No. 80-R0183

PAGE 2 OF 2 PAGES

1. TYPE OF PAYMENT REQUESTED — a. "X" one, or both boxes: ☐ ADVANCE ☒ REIMBURSEMENT; b. "X" the applicable box: ☒ FINAL ☐ PARTIAL

2. BASIS OF REQUEST: ☒ CASH ☐ ACCRUAL

3. FEDERAL SPONSORING AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH THIS REPORT IS SUBMITTED: U.S. Office of Education

4. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER ASSIGNED BY FEDERAL AGENCY: 605-77-00197

5. PARTIAL PAYMENT REQUEST NUMBER FOR THIS REQUEST: 1

6. EMPLOYER IDENTIFICATION NUMBER: 1-41-6008267-A2

7. RECIPIENT'S ACCOUNT NUMBER OR IDENTIFYING NUMBER: 2001600

8. PERIOD COVERED BY THIS REQUEST: FROM (month, day, year): 1-1-80; TO (month, day, year): 6-30-80

9. RECIPIENT ORGANIZATION

Name: Anoka-Hennepin Ind. S. D.#11
Number and Street: Educational Service Center
City, State and ZIP Code: 11299 Hanson Blvd. N. W. Coon Rapids, MN 55433

10. PAYEE (If other than item 9)

Name:
Number and Street:
City, State and ZIP Code:

11. COMPUTATION OF AMOUNT OF REIMBURSEMENTS/ADVANCES REQUESTED

PROGRAMS/FUNCTIONS/ACTIVITIES ▶	(a) SUPPLIES	(b) CONTRACTUAL	(c) OTHER TELEPHONE PRINTING, ETC.	TOTAL
a. Total program outlays to date (As of date) 6-30-80	$ 10,977.74	$ 13,710.59	$ [illegible].13	$ 186,446.23
b. *Less:* Cumulative program income	-0-	-0-	-0-	-0-
c. Net program outlays (*Line a minus line b*)	10,977.74	13,710.59	9,938.13	186,446.23
d. Estimated net cash outlays for advance period	-0-	-0-	-0-	-0-
e. Total (*Sum of lines c & d*)	10,977.74	13,710.59	9,938.13	186,446.23
f. Non-Federal share of amount on line e	-0-	6,867.20	4,764.72	15,643.65
g. Federal share of amount on line e	10,977.74	6,843.39	5,173.41	170,802.58
h. Federal payments previously requested	2,735.96	4,262.80	5,173.41	77,943.84
i. Federal share now requested (*Line g minus line h*)	8,241.78	2,580.59	-0-	92,858.74
j. Advances required by month, when requested by Federal grantor agency for use in making prescheduled advances — 1st month				
2nd month				
3rd month				

12. ALTERNATE COMPUTATION FOR ADVANCES ONLY

a. Estimated Federal cash outlays that will be made during period covered by the advance	$
b. *Less:* Estimated balance of Federal cash on hand as of beginning of advance period	
c. Amount requested (*Line a minus line b*)	$

13. CERTIFICATION

I certify that to the best of my knowledge and belief the data above are correct and that all outlays were made in accordance with the grant conditions or other agreement and that payment is due and has not been previously requested.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL: Lewis W. Finch

DATE REQUEST SUBMITTED: 7/15/80

TYPED OR PRINTED NAME AND TITLE: Lewis W. Finch, Superintendent

TELEPHONE (AREA CODE, NUMBER, EXTENSION): 612-8220 X 200

X

This space for agency use

270-102

STANDARD FORM 270 (7-76)
Prescribed by Office of Management and Budget
Cir. No. A-110

C 100

REQUEST FOR ADVANCE OR REIMBURSEMENT

(See instructions on back)

Approved by Office of Management and Budget, No. 80-R0183

PAGE 1 OF 2 PAGES

1. TYPE OF PAYMENT REQUESTED — a. "X" one, or both boxes: ☐ ADVANCE ☒ REIMBURSEMENT; b. "X" the applicable box: ☒ FINAL ☐ PARTIAL

2. BASIS OF REQUEST: ☒ CASH ☐ ACCRUAL

3. FEDERAL SPONSORING AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH THIS REPORT IS SUBMITTED: U. S. Office of Education

4. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER ASSIGNED BY FEDERAL AGENCY: G05-77- 00197

5. PARTIAL PAYMENT REQUEST NUMBER FOR THIS REQUEST: 1

6. a. EMPLOYER IDENTIFICATION NO. (EIN): 1-41-6008267-A2

7. RECIPIENT'S ACCOUNT NUMBER OR IDENTIFYING NUMBER: 200 1600

8. PERIOD COVERED BY THIS REQUEST — FROM (month, day, year): 1-1-80 TO (month, day, year): 5-30-80

9. RECIPIENT ORGANIZATION
Name: Anoka-Hennepin Ind. S.D. #11
Educational Service Center
Number and Street: 11299 Hanson Blvd. N. W.
City, State and ZIP Code: Coon Rapids, Mn. 55433

10. PAYEE (If same above so state and omit items a-f)
Name:
Number and Street:
City, State and ZIP Code:

11. COMPUTATION OF AMOUNT OF REIMBURSEMENTS/ADVANCES REQUESTED

PROGRAMS/FUNCTIONS/ACTIVITIES →	(a) ESCE SALARIES	(b) FRINGE BENEFITS	(c) TRAVEL	TOTAL
a. Total program outlays to date (As of date) 6-30-80	$ 125,351.49	$ 22,203.75	$ 4,264.55	$
b. Less: Cumulative program income	-0-	-0-	-0-	
c. Net program outlays (Line a minus line b)	125,351.49	22,203.73	4,264.55	
d. Estimated net cash outlays for advance period	-0-	-0-	-0-	
e. Total (Sum of lines c & d)	125,351.49	22,203.73	4,264.55	
f. Non-Federal share of amount on line e	-0-	4,011.73	-0-	
g. Federal share of amount on line e	125,351.49	18,192.00	4,264.55	
h. Federal payments previously requested	55,754.38	8,894.97	1,122.32	
i. Federal share now requested (Line g minus line h)	69,597.11	9,297.03	3.142.23	
j. Advances required by month, when requested by Federal grantor agency for use in making prescheduled advances — 1st month				
2nd month				
3rd month				

12. ALTERNATE COMPUTATION FOR ADVANCES ONLY

a. Estimated Federal cash outlays that will be made during period covered by the advance	$
b. Less: Estimated balance of Federal cash on hand as of beginning of advance period	
c. Amount requested (Line a minus line b)	$

13. CERTIFICATION

I certify that to the best of my knowledge and belief the data above are correct, that all outlays were made in accordance with the grant conditions or other agreement and that payment is due and has not been previously requested.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL: Lewis W. Finch

DATE REQUEST SUBMITTED: 7/16/80

TYPED OR PRINTED NAME AND TITLE: Lewis W. Finch, Superintendent

TELEPHONE (AREA CODE, NUMBER, EXTENSION): 612-8220 X 200

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270-102

STANDARD FORM 270 (7-72)
Prescribed by Office of Management and Budget
Cir. No. A-102

FINANCIAL STATUS REPORT

(Follow instructions on the back)

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED	Dept. of H. E. W. U. S. Office of Education
2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER	AH 70022 G05-77-00197
OMB Approved No. 80-R0180	
PAGE / OF	1 / 1 PAGES
3. RECIPIENT ORGANIZATION (Name and complete address, including ZIP code)	Anoka-Hennepin Ind. School District #11 Educational Service Center 11299 Hanson Blvd. N. W. Coon Rapids, MN 55433
4. EMPLOYER IDENTIFICATION NUMBER	141 600 8267 A2
5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER	2001600
6. FINAL REPORT	[X] YES [ ] NO
7. BASIS	[X] CASH [ ] ACCRUAL
8. PROJECT/GRANT PERIOD (See instructions) FROM (Month, day, year)	7-1-79
8. PROJECT/GRANT PERIOD (See instructions) TO (Month, day, year)	6-30-80
9. PERIOD COVERED BY THIS REPORT FROM (Month, day, year)	1-1-80
9. PERIOD COVERED BY THIS REPORT TO (Month, day, year)	6-30-80

10. STATUS OF FUNDS

PROGRAMS/FUNCTIONS/ACTIVITIES ▶	(a)	(b)	(c)	(d)	(e)	(f)	TOTAL (g)
a. Net outlays previously reported	$ 77,943.84	$	$	$	$	$	$
b. Total outlays this report period	108,502.39						
c. *Less:* Program income credits	-0-						
d. Net outlays this report period (*Line b minus line c*)	108,502.39						
e. Net outlays to date (*Line a plus line d*)	186,446.23						
f. *Less:* Non-Federal share of outlays	15,643.65						
g. Total Federal share of outlays (*Line e minus line f*)	170,802.58						
h. Total unliquidated obligations	-0-						
i. *Less:* Non-Federal share of unliquidated obligations shown on line h	-0-						
j. Federal share of unliquidated obligations	-0-						
k. Total Federal share of outlays and unliquidated obligations	170,802.58						
l. Total cumulative amount of Federal funds authorized	170,802.58						
m. Unobligated balance of Federal funds	-0-						

11. INDIRECT EXPENSE

a. TYPE OF RATE (*Place "X" in appropriate box*) [ ] PROVISIONAL [ ] PREDETERMINED [ ] FINAL [ ] FIXED

b. RATE	c. BASE	d. TOTAL AMOUNT	e. FEDERAL SHARE

12. REMARKS: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.

13. CERTIFICATION

I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL: Lewis W. Finch

DATE REPORT SUBMITTED: 2/16/80

TYPED OR PRINTED NAME AND TITLE: Lewis W. Finch, Superintendent

TELEPHONE (*Area code, number and extension*): 612-755-8220 X200

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Evaluation Report

ebce program

anoka - hennepin district II

anoka, minnesota

prepared by:
tim l. wentling

July, 1980

evaluation consultants

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executive summary

The Anoka-Hennepin District 11 Experience Based Career Education program was initiated during the 1977-78 school year and was fully implemented in the 1978-79 school year. The 1979-80 school year found many changes and improvements in the program. The program involves eleventh grade students in individual learning experiences which are coordinated by an EBCE staff member. These experiences included placement in the business, industrial, and service agencies of the community.

An evaluation of the program was conducted by an external agency: Evaluation Consultants of Champaign, Illinois. The evaluation was conducted to facilitate the improvement of the program and to provide accountability indices to program and district staff.

The evaluation consisted of six related components which included: (1) preassessment of students, (2) survey of current students, (3) survey of EBCE parents, (4) survey of resource persons, (5) survey of former students, and (6) postassessment of students.

The evaluation, as in the previous years, identifies the EBCE program as a strong, viable alternative school program. The following statements include a sample of strengths and points that should receive attention for continued improvement.

Strengths of the Program

1. The EBCE program has provided a more attractive learning environment to a majority of the students.
2. Parents voice a very positive attitude toward the EBCE program and its affect on their sons and daughters.
3. The program advisory committee continues to play an important role in the program operation.
4. Former students are extremely positive about the experiences they had in the program.
5. The incorporation of the program into the regular program of District 11 is commendable.

Points that Deserve Attention

1. Effort should be directed to providing resource persons with an evaluation of their site by staff and students.
2. Attention should be given to monitoring the needs for coordination of learning coordinators of the three schools.
3. Ways of further studying and remediating the basic skill development of EBCE students should receive attention if this is viewed as a priority.

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evaluation staff

TIM WENTLING, Director

ROCCO P. RUSSO, Evaluation Specialist

background

Employer Based Career Education (EBCE) is an approach to career education at the secondary level that employs an integration of educational experiences within the community. The EBCE approach was developed with funding from the U.S. Office of Education and the National Institute for Education by four regional research and development centers. These centers included: The Northwest Regional Educational Laboratory, the Farwest Regional Educational Research Laboratory, Research for Better Schools, and The Appalachian Educational Lab. Each of these labs developed similar but competing approaches to Experience Based Career Education. An evaluation was made of each project under the auspices of the NIE with similar data collected for each project.

The EBCE approach is now being demonstrated in selected secondary schools across the nation. The Anoka-Hennepin District 11 public schools have been selected as the Minnesota demonstration site. The Anoka-Hennepin District 11 project was implemented during the 1977-78 school year, with students starting in the second school term. This evaluation report reflects the results of the third year of the project.

purpose of the evaluation

The need for evaluation in educational endeavors needs little elaboration. In the Anoka-Hennepin EBCE project there existed both internal and external (third-party) evaluation. External evaluation is periodic and provides a snapshot of the status of conditions at discrete points in time. To be of greatest value, periodic external evaluation must be an integral part of a continuous, on-going evaluation effort maintained by Anoka-Hennepin staff. It provided reliable information as to the effectiveness of activities designed to achieve specific objectives and to accomplish goals that are consonant with the EBCE project goals. While adequate internal formative evaluation can generate the same information, external evaluation provides an objective validity check of a summative character periodically and may provide guidance relative to the adequacy of the former. It is through a series of clear and accurate snapshots that progress can be tracked and on which suggestions for improvement can be based.

The primary purpose of this third-party evaluation was to facilitate the improvement of the Anoka-Hennepin District 11 EBCE effort and to provide accountability indices to project and district staff. Specifically, the third-party evaluation focused on the following goals:

1. To provide an external perspective to the EBCE program.
2. To provide relevant data to project staff to aid in decision making.
3. To offer consultative suggestions for improvement of the project's processes and products.
4. To replicate the collection of evaluation information (from NIE sponsored evaluation) so that comparative success in the program could be determined.

evaluation questions

A third-party evaluation such as the one described herein must be responsive to the needs of the project and district staff. Since activities vary, priorities change, problems arise and personnel responsibilities change, it was important that the evaluation design be flexible and maintain sensitivity to internal dynamics. This evaluation provided all required data and analyses as specified in the NIE evaluation, but also provided information needed by project staff as requested. The following questions guided the design and conduct of the third-party evaluation:

1. Do EBCE students exhibit abilities superior to or equal to students in the traditional high school program in the area of basic skills?
2. Do EBCE students demonstrate increased knowledge in career planning, career exploration, and career decision-making when compared to students in the traditional high school program?
3. Do EBCE students possess a more positive attitude toward their learning environment than do students in the traditional program?
4. Do EBCE students display less sex role stereotyping of jobs than do students in the traditional program?
5. Do EBCE students maintain a positive attitude toward and cooperate with the EBCE program?
6. Do parents of EBCE students maintain a positive attitude toward and cooperate with the EBCE program?
7. Has the EBCE program been adapted to needs and changes throughout the contract duration?
8. Has the EBCE staff effectively utilized an advisory committee?
9. Is communication effective within the EBCE program?
10. Have parents observed any changes in their son's or daughter's behavior since enrolling in the EBCE program?
11. How do community resource persons perceive the EBCE program?
12. How do students perceive the program after they have left it?

evaluation design

The evaluation was designed to provide the information that would assist in answering the evaluation questions. The design incorporated six components or segments. The components included (1) preassessment of students, (2) survey of EBCE students, (3) survey of EBCE parents, (4) survey of resource persons, (5) survey of former students, and (6) post-assessment of students. The following paragraphs provide a brief description of each component.

Component 1. Preassessment of Students

A preassessment of students was conducted to ascertain whether differences existed between the two chosen groups of students prior to the initiation of the EBCE program. The EBCE group consisted of 58 eleventh grade students from three high schools in Anoka-Hennepin District 11. A nonapplicant control group (N=60) was selected from the master list of all eleventh grade students from each of the three high schools in District 11. Both groups were administered the following instruments: (1) Comprehensive Test of Basic Skills (CTBS), subtests 2 and 7; (2) Career Maturity Inventory (CMI) attitude subtest; (3) Student Attitude Survey (SAS); (4) Jobs Questionnaire; and (5) Student Information Questionnaire. The results of the preassessment are found in a later section of this report.

Component 2. Survey of Current Students

The survey of current students involved the administration of a questionnaire to 41 EBCE students in May of 1978. The questionnaire was designed to focus on eight factors that were identified and selected by the eval-

uators in consortium with program staff. The questionnaire possessed sixty-nine agreement type items, and four open-ended items. The results were reported in the form of percentages for each response category for the agreement items and a categorization of responses for the open-ended items. The results of this component are presented in a section of this annual report.

Component 3. Survey of EBCE Parents

The survey of parents was accomplished by mailing a one-page questionnaire to the parent or guardian of each EBCE student. The questionnaire incorportated twenty-two agreement items and four open-ended questions. A total of 46 forms were returned. The results were summarized with percentages for each alternative on the agreement items and a list of all responses for the open-ended items.

Component 4. Survey of Resource Persons

The survey of resource persons involved the mailing of a one page questionnaire to all resource persons who were involved with the program since its inception. The questionnaire incorporated twenty-four agreement type items and three open ended items. A total of ninety-one forms were returned and were used in formulating the summaries presented in a later section of this report.

Component 5. Survey of Former Students

A survey of former students was conducted in two phases. The first phase involved the mailing of a questionnaire to all students that had participated in the 1977-78 EBCE Program. These individuals had graduated or left high school by the time of the survey. The second phase involved

the mailing of the same questionnaire to the EBCE participants of the 1978-79 school year. Most of their students were enrolled in the 12th grade at the time of the survey. The questionnaire was one page with 19 agreement type items, one yes-no item and three constructed response items. A total of first and second year students responded to the survey. Results for both groups are presented in a section of this annual report.

Component 6. Postassessment of Students

The postassessment of students was designed to provide descriptive information about the two groups of students on each instrument at the end of the school year. Specifically, the students completed the instruments the last week in May. Because the evaluation questions stressed inter-group differences on the post-assessment, pre-post comparisons were not undertaken; rather analysis of covariance techniques were utilized to statistically equate scores on the pretest where significant differences existed.

introduction

In evaluating the Experience Based Career Education (EBCE) program of Anoka-Hennepin District 11 it was deemed important to observe a number of characteristics and changes among EBCE students. It was also thought important to compare EBCE students with another group of students to determine if EBCE has an effect other than could be achieved in a regular program. For these reasons, two distinct groups of students were included in the evaluation--the EBCE group and one control group.

The same basic information was obtained from the subjects within each group. This information included that obtained from administration of the following instruments: 1) Comprehensive Test of Basic Skill (CTBS) subtests 2 and 7, 2) Career Maturity Inventory (CMI) attitude subtest, 3) Student Attitude Survey (SAS), 4) Jobs Questionnaire, and 5) Student Information Questionnaire. The remainder of this section presents a general description of each student group followed by a detailed description of groups on each of the above named instruments.

GROUP 1 - EBCE STUDENTS

The EBCE group consisted of 58 eleventh grade students from three high schools in Anoka-Hennepin District 11. The EBCE students were selected from a larger group of students who expressed an interest in participating in the program. An attempt was made in selection to ensure comparable representation from the three schools, from male-female groups. and from various levels of academic achievement as indicated by grade point average.

GROUP 2 - CONTROL GROUP

The control group was selected from the master list of eleventh grade students from each of the three high schools within District 11. This sample was stratified by school, male-female, and grade point average. This group had a total of 60 members.

Each of the groups is described in greater detail in the following sections. These sections parallel the instruments used in the preassessment.

STUDENT INFORMATION QUESTIONNAIRE

The Student Information Questionnaire (SIQ) was administered between August 31 and September 15 to both groups. The SIQ used was adapted from one constructed by the Appalachia Educational Laboratory. The following table (Table 1) provides a comparative summary of results from the SIQ.

TABLE 1

Background Characteristics of EBCE and Control Group Students

SIQ Item	EBCE n = 58		Control n = 60	
	f	%	f	%
1. Sex - male	32	55	31	52
female	26	45	29	48
3. Race - White or Caucasian	56	97	56	93
Other	2	03	4	07
4. Grade - 11th	58	100	60	100
5. Major Field of Study -				
General Education	41	71	27	45
Vocational Education	3	05	6	10
Vocational Exploration	3	05	2	03
College Preparatory	6	10	15	25
Fine Arts	0	0	1	02
Other	2	03	8	13
No Response	3	05	1	02
6. Number of brothers or sisters who dropped out of school -				
None	41	71	47	78
One	10	17	10	17
Two	3	05	2	03
Three	2	03	0	0
Four or more	2	03	1	01
7. What are your long range goals -				
Clerical	2		3	
Craftsman	6		11	
Farmer	1		4	
Homemaker	4		0	
Laborer	1		2	
Manager	4		6	
Military	0		0	
Operative	3		2	
Professional	12		11	
Proprieter	2		0	
Protective Service	2		0	
Sales	5		1	

SIQ Item (con't)	EBCE n = 58		Control n = 60	
	f	%	f	%
Service	3		3	
Technical	4		3	
Other	2		8	
Don't Know	10		9	
8. What do you plan to be doing one year after completing high school -				
Working Full Time	17		15	
Enter Apprenticeship	2		3	
Military	3		0	
Homemaker	1		0	
Voc, Tech, Trade	9		19	
Academic Career	4		2	
Technical Sub	2		4	
Attending 4-year College	12		16	
Working Part Time	5		7	
Other	5		4	
9. Mothers's Education -				
None	0	0	0	0
Elementary School	0	0	0	0
Some High School	30	52	32	53
Some Post Secondary	14	24	13	22
College Graduate (4 yr)	4	07	8	13
Some Graduate Work	4	07	1	02
Advanced Degree	0	0	2	03
No Response	6	10	4	07
9. Father's Education -				
None	0	0	0	0
Elementary School	1	02	0	0
Some High School	29	50	32	53
Some Post Secondary	17	29	17	28
College Graduate (4 yr)	3	05	6	10
Some Graduate Work	2	03	2	03
Advanced Degree	3	05	2	03
No Response	3	05	1	02

SIQ (con't)	EBCE n = 58		Control n = 60	
	f	%	f	%
10. Father's Occupation -				
Clerical	2	03	3	05
Craftsman	7	12	13	22
Farmer, Farm Manager	1	02	0	0
Homemaker	0	0	0	0
Laborer	6	10	7	12
Manager, Administrator	5	09	11	18
Military	0	0	0	0
Operative	13	22	8	13
Professional	5	09	3	05
Proprietor or Owner	4	07	4	07
Protective Service	1	02	0	0
Sales	3	05	5	08
Service	2	03	1	02
Technical	4	07	5	08
No Response	5	09	0	0
11. Mother's Occupation -				
Clerical	11	19	13	22
Craftsman	0	0	2	03
Farmer, Farm Manager	1	02	0	0
Homemaker or Housewife	19	33	15	25
Laborer	2	03	3	05
Manager, Administrator	3	05	1	02
Military	0	0	0	0
Operative	6	10	5	08
Professional	3	05	10	17
Proprietor or Owner	0	0	3	05
Protective Service	0	0	0	0
Sales	5	09	3	05
Service	5	09	5	08
Technical	3	05	0	0
No Response	0	0	0	0

From review of Table 1, it can be observed that there is little difference among the two groups on most SIQ items.

comprehensive test of basic skills

The comprehensive test of basic skills was administered to all students. This included subtests 2 and 7 of form S, level 4. These subtests were Reading Comprehension and Mathematics Concepts and Applications. The CTBS was administered at the same time as the SIQ in August and September of 1978. Table two presents the mean scores and variance for each of the three groups on the subtests.

TABLE 2

Summary of CTBS Pretest Information

CTBS Subtest*	EBCE n = 58		Control n = 60	
	X	Sd	X	Sd
Reading Comprehension	27.7	9.1	28.1	8.8
Mathematics Concepts	17.5	5.0	17.7	5.8
Mathematics Applications	13.7	6.5	14.4	6.3

* There existed no significant differences between EBCE and control groups on any of the CTBS subtests.

career maturity inventory

The Career Maturity Inventory was also administered to all students. The CMI has two subtests--Attitude Scale and Competence Test. The Attitude Scale only was used in this study. The CMI is a measure of feelings, reactions and dispositions that an individual has toward making a career choice and entering the world of work. Five factors are included which are: 1) involvement in the career choice process, 2) orientation toward work, 3) independence in decision-making, 4) preference for career choice factors, and 5) conceptions of the career choice process. Table 3 presents a mean and standard deviation for each group in this study.

TABLE 3

A Summary of Groups on the Career Maturity Inventory

Instrument	EBCE n = 58		Control n=60	
	X	Sd	X	Sd
CMI	32.8	5.4	34.3	5.0

The groups did not vary significantly on the CMI.

student attitude survey

The Student Attitude Survey (SAS) was administered to all students in the sample. The SAS is designed to assess student attitudes toward learning environments, career knowledge and plans, self, and others. The SAS provides a subscale score for each of the four focal points mentioned above.

TABLE 4

Summary of Groups on the Student Attitude Survey

Subscale (Attitude Toward)	EBCE n = 58		Control n = 60	
	X	Sd	X	Sd
1. Learning Environment	3.27	.55	3.47*	.52
2. Careers	3.56	.43	3.74*	.45
3. Self	3.51	.53	3.52	.58
4. Others	3.56	.50	3.64	.46

*Control group mean is significantly greater than the EBCE mean.

jobs questionnaire

The Jobs Questionnaire was also administered to all students in the study. The Jobs Questionnaire is a checklist type instrument that is designed to identify the stereotypes students have of various occupations regarding sex role. The scores presented in Table 5 represent means of students' choices for male, female and both of various occupations. The desired, sex role stereotype free, response is: all both responses and no male or female responses.

TABLE 5

Summary of Groups on Jobs Questionnaire

	EBCE n =58		Control n= 60	
	X	Sd	X	Sd
Male Choice	6.7	5.2	8.1	4.9
Female Choice	4.2	3.0	4.6	2.7
Both Choice	19.0	7.9	17.3	7.3

evaluation results component two
survey of current students

introduction

This report represents the results of a survey of the 1979-1980 Experience Based Career Education (EBCE) students. The survey had the purpose of obtaining feedback from students to aid in making changes and improvements in future years of the program.

Within the survey, a seventy-three item Student Feedback Form was used (see Appendix A). This form was developed to focus on aspects of the EBCE Program that the evaluators and the EBCE staff deemed important to better understand. Eight aspects or factors were selected and items were written for each factor. The eight factors with their respective number of items are: a) General Attitude Toward EBCE (13 items), b) EBCE Staff (10 items), c) Instructional Methods (8 items), d) Evaluation of Student Work (8 items), e) Site Placements (9 items), f) Use of Time (10 items), and g) Communication (10 items).

The Student Feedback Form was administered to EBCE students in May, 1980 in a group setting. A total of 41 forms were completed and included in this report.

The following pages of this report include a listing of items and a set of conclusions for each factor listed above. It is suggested that the EBCE staff use this report to spark their own thought and that they formulate their own conclusions and suggest improvements.

general attitude towards ebce

SA	A	U	D	SD		
.34	.41	.14	.09	.00	1.	I feel this program meets my educational needs better than a standard school program.
.29	.53	.07	.04	.04	40.	This program is superior to other school experiences I have had.
.09	.21	.09	.46	.12	50.	I study less in this program than I did in my last school program.
.00	.48	.21	.24	.04	44.	My motivation to study has increased since entering this program.
.26	.34	.21	.17	.00	59.	My attendance in this program is better than in my last school program.
.09	.53	.19	.17	.00	54.	Because of the EBCE program, I now have a more postive attitude toward education.
.00	.12	.21	.51	.14	11.	Being in the EBCE program interferes with my participation in extracurricular school activities.
.36	.56	.04	.02	.00	31.	I would recommend this program to a friend.
.21	.68	.09	.00	.00	10.	The information I gained from this program will help me in my future school experiences.
.21	.60	.09	.04	.02	20.	This program has provided me with skills and techniques which will apply to my future career.
.02	.04	.07	.48	.36	35.	This program is too difficult for me.
.09	.34	.36	.14	.04	38.	Because of the EBCE program, I feel that I will study harder in the 12th grade program.
.04	.73	.17	.04	.00	12.	My expectations of the EBCE program were realistic.

ebce staff

SA	A	U	D	SD		
.02	.41	.31	.21	.02	13.	At times, the EBCE staff members seem unaware of the needs of students.
.12	.65	.12	.07	.02	17.	My Learning Coordinator helps me obtain information which I can not get from independent study.
.02	.14	.17	.46	.19	19.	My Learning Coordinator's explanations are not clear to me.
.12	.80	.00	.07	.00	23.	Learning Coordinator's recognize that we each have our own needs, interests and abilities.
.21	.48	.24	.00	.04	62.	The EBCE Learning Coordinators are enthusiastic.
.04	.58	.29	.07	.00	28.	My Learning Coordinator's knowledge of other fields helps me understand the field I am studying.
.09	.68	.17	.04	.00	34.	My Learning Coordinator seems very interested in my progress.
.00	.09	.19	.56	.14	43.	My Learning Coordinator does not respect my opinions.
.26	.63	.09	.02	.00	48.	My Learning Coordinator is a competent teacher.
.02	.07	.09	.48	.31	18.	I do not learn anything from my learning Coordinator.

instructional methods

SA	A	U	D	SD		
.14	.56	.14	.12	.02	57.	I understand the activity sheets which my Learning Coordinator develops for me.
.09	.48	.19	.12	.09	52.	I like the activity sheet method of instruction better than other methods of instruction.
.02	.12	.19	.46	.19	47.	The individual learning plans are a waste of time.
.00	.02	.07	.65	.24	37.	I do not enjoy choosing my own educational experiences.
.02	.30	.27	.27	.12	36.	I would like to have more group activities together with other EBCE students.
.07	.12	.36	.34	.09	26.	I would like to have more outside speakers talk to my EBCE class.
.07	.36	.24	.24	.07	21.	Field trips were a worthwhile experience for me.
.12	.17	.17	.43	.09	30.	The small group sessions are a waste of time.

evaluation of student work

SA	A	U	D	SD		
.07	.39	.31	.19	.02	3.	Knowing that I will be grading my own work causes me to do more preparation on it.
.10	.60	.17	.12	.00	5.	This program is the first program in which I have been asked to assist in grading my own work.
.02	.46	.24	.14	.12	45.	I gain more from grading my own work than I do from having someone else grade it.
.07	.29	.21	.34	.07	15.	I would rather have someone else evaluate me rather than evaluate myself.
.09	.50	.24	.12	.04	24.	Relative to other courses, the grading in this program is more fair.
.12	.53	.21	.09	.00	61.	I understand the standards of quality used to grade my work in the EBCE program.
.09	.70	.12	.04	.02	7.	My Learning Coordinator's methods of evaluation are fair to me.
.04	.31	.29	.26	.07	46.	My evaluation of my own work is usually lower than my LC's evaluation.

site placements

SA	A	U	D	SD		
.07	.73	.14	.04	.00	39.	I clearly understand what I am expected to do when I am at a community site placement.
.36	.63	.00	.00	.00	16.	I have learned a great deal from my community site placements.
.09	.43	.26	.12	.07	56.	I clearly understand how my in-school activities relate to my community site placements.
.00	.00	.09	.51	.39	4.	I do not learn anything from talking with other workers at community site placements.
.34	.63	.02	.00	.00	6.	Observing the work of others at community site placements is beneficial.
.17	.35	.12	.32	.02	22.	Community Resource Persons provide information which helps me to complete my activity sheets.
.02	.29	.26	.39	.02	27.	The Community Resource Persons require me to do tasks which are not related to my participation in the EBCE program.
.02	.20	.05	.57	.15	42.	My choice of community site placements is restricted by lack of communication.
.14	.68	.04	.09	.02	8.	I was able to get the site placements that I wanted.

use of time

SA	A	U	D	SD		
.00	.17	.12	.56	.14	51.	I need more time to take courses at my home school.
.04	.14	.26	.51	.02	2.	Too much time is spent with Learning Coordinators.
.04	.51	.14	.21	.07	32.	In this program, my study time is used effectively.
.00	.12	.17	.65	.04	41.	More time should be spent in class discussions.
.04	.34	.12	.34	.12	33.	I have time to work on activity sheets while I am at community site placements.
.24	.63	.12	.00	.00	60.	The time spent with the Community Resource Persons is worthwhile.
.14	.51	.17	.12	.04	63.	I have learned how to make better use of my time in EBCE.
.24	.68	.04	.02	.00	64.	I am given more responsibility to schedule my own time in EBCE.
.09	.56	.12	.12	.09	65.	I had to learn how to adjust to being responsible for my own time.
.12	.26	.36	.19	.04	69.	There is not enough time at my experience site to finish my school work.

communication

SA	A	U	D	SD		
.14	.63	.07	.09	.04	9.	We are encouraged to express our opinions to the EBCE staff.
.14	.56	.14	.07	.07	53.	I feel free to discuss problems with my Learning Coordinator.
.07	.75	.09	.04	.02	14.	Student responsibilities in this program are clearly defined.
.07	.36	.09	.34	.12	29.	Because I am in the community most of the time, I miss having social interaction with other schools.
.04	.04	.09	.73	.07	58.	The objectives of the EBCE program were clearly communicated to me.
.00	.12	.34	.41	.12	25.	My home school teachers understand the objectives of the EBCE program.
.04	.53	.31	.04	.04	49.	My parents feel free to talk with the EBCE staff.
.12	.80	.04	.00	.02	66.	My parents are aware of the EBCE program.
.09	.70	.09	.04	.04	67.	My parents know what I am doing in EBCE.
.09	.63	.07	.09	.09	68.	I talk to my parents often about what I am doing in EBCE.

open ended items

70. How did you find out about EBCE?

1 - School hand booklet
20 - School presentation
2 - Received letter
15 - Friend
1 - By mouth
1 - Newspaper
3 - School counselor

71. What changes would you recommend for the EBCE Program?

2 - Less group inhouse days
7 - More sites
1 - More homework
5 - No first hour class
6 - Better transportation
5 - None
1 - More emphasis on academics
1 - Less field trips
1 - Less hours at site
2 - More group activities
1 - More interesting field trips
2 - More time at job site
3 - Less homework
1 - No feedback activity sheets
1 - No group meetings at end of day
1 - Same activity sheets for all students
1 - Lower the 50 point minimum
1 - Better sites
2 - Discussions
1 - More activities involving all 3 schools
1 - Less free time
1 - Not be so lenient on being absent
1 - Different outside activities
1 - Better explanation of site evaluation forms
1 - The LC's shouldn't get down as often each week

72. What do you like most about the EBCE Program?

6 - Working with different people
4 - The work time
5 - Different sites
2 - Going to sites I enjoyed
8 - Not being in school all the time
2 - Career experience

(72. continued)

12 - Freedom
1 - Field trips
1 - Job fair
1 - Being at school
7 - Responsibility
1 - Super RP's
2 - Individual learning program
1 - Nothing

73. What do you like least about the EBCE Program?

3 - Some sites
3 - Inhouse
2 - Going to school
1 - Too much work for too little points
1 - The people
4 - First hour class
2 - School work
1 - Getting up too early
2 - Field trips
2 - Not enough personal attention
1 - The LC
2 - Not seeing friends in school
2 - Transportation
2 - Not going to school
3 - Homework
2 - Activity sheets
1 - Doing things not on the guides
1 - Feedback forms
2 - It's only offered 1 year
1 - Testing days
1 - Being checked up on
2 - Nothing
1 - Not getting paid

evaluation results component three survey of ebce parents

introduction

This section of the report presents the results of a survey directed to the parents of the Experience Based Career Education (EBCE) Program of Anoka-Hennepin District II. The survey had the purpose of eliciting feedback in the form of ratings and open comments. This feedback is important input to the revision of the program and to identifying needs for future development.

A one page questionnaire that incorporated 22 agreement type items and 4 open ended or comment items (see Appendix) was mailed to all parents or guardians of the 1979-80 EBCE students. The form or questionnaire was developed to focus on three objects or factors. These included: 1) general attitude toward the program, 2) communications, and 3) resources of the program.

The Parent Feedback Form was administered by mailing it along with a letter of explanation. The cover letter was written and signed by the manager of the EBCE Program and a self-addressed, stamped envelope was used for returning the forms to Evaluation Consultants. The forms were mailed in April, 1980 with the request that they be returned by May 1, 1980.

A total of 65 Parent Feedback Forms were mailed with 46 being returned. This accounts for a 70% return. The following pages include a presentation of results by item within each of the three factors mentioned previously.

general attitude towards ebce

SA	A	U	D	SD		
.13	.51	.20	.11	.04	3.	The quality of educational experiences in the EBCE Program is superior to other educational experiences my son or daughter has had.
.06	.06	.18	.51	.16	11.	Lack of formal classroom instruction hurts my son or daughter.
.15	.40	.36	.06	.00	19.	The EBCE staff members are more enthusiastic than other teachers my son or daughter has had.
.04	.06	.19	.47	.21	5.	The EBCE Program gives my son or daughter too much freedom.
.21	.41	.17	.17	.02	9.	My son or daughter's ability to work independently had increased because of the EBCE Program.
.20	.45	.18	.13	.02	22.	My son or daughter has a more positive attitude toward learning because of the EBCE Program.
.21	.47	.19	.06	.04	8.	My son or daughter has a more realistic attitude toward the world of work because of the EBCE Program.
.06	.47	.25	.18	.02	14.	The EBCE Program has helped my son or daughter to make career decisions.
.22	.63	.06	.06	.00	18.	The career exploration activities in the EBCE Program have been beneficial to my son or daughter.
.09	.54	.15	.13	.06	20.	My son or daughter has gained a broad knowledge of career opportunities.
.00	.06	.06	.60	.26	1.	The EBCE Program has hurt my son/daughter academically.

communication

SA	A	U	D	SD		
.13	.80	.04	.02	.00	7.	I understand the objectives of the EBCE Program.
.22	.65	.06	.04	.00	10.	My son or daughter talks to me often about his or her experiences in the EBCE Program.
.06	.54	.18	.13	.06	13.	I receive enough information about my son or daughter's progress in the EBCE Program.
.00	.21	.21	.51	.04	17.	I would like to have more meetings with the EBCE staff.
.27	.65	.06	.00	.00	21.	The EBCE staff members show a friendly attitude toward parents.
.32	.62	.06	.00	.00	4.	The EBCE staff members show respect for my son or daughter.
.06	.11	.18	.66	.06	2.	I need to know more about the schedule of my son/daughter (possibly weekly).

resources

SA	A	U	D	SD		
.04	.28	.22	.37	.06	6.	I feel that my son or daughter needs to have a greater variety of community site experiences.
.11	.70	.06	.06	.04	12.	Transportation between sites for my son or daughter is no problem.
.00	.07	.19	.61	.11	15.	My son or daughter has been unable to participate in extracurricular activities since entering the EBCE Program.
.02	.09	.30	.55	.02	16.	My son or daughter needs more time with his or her learning coordinator.

open ended responses

The following comments were written in response to a series of open-ended questions. The responses have been summarized for review. Overall the parent responses to these itmes, as with the agreement items, is very positive. Hopefully, some of the parents' comments will spark thought and result in improved EBCE efforts.

23. What do you like most about the EBCE Program?

- Work experience. (4)
- It seems to be more interesting to the student and my daughter seems to have matured more in getting along with people and in her outlook on things and her behavior has greatly improved.
- My daughter is able to learn academically and learn realistically what having a job and living in the "real world" is like.
- That he seems interested and wants to go - he's learning at least what he doesn't want to do all his life. (2)
- All aspects planned to meet student's individual needs and interests.
- Being able to spend school hours in a much more constructive way than she would if she was in a classroom atmosphere all day.
- Opportunity to sample many aspects of the working world. (2)
- It gives the kids a chance to see the working world and has them meet new people.
- I believe my son gained some insight to several possible careers, learned more about himself and got a stronger appreciation for the value of an education.
- The idea of giving kids exposure to a variety of careers. (5)
- On-site training.
- I think it could be a very good program, but at this point only a wealthy family could afford to let their child choose jobs of his choice.
- The personal help and individual interest in each student of the program.
- It keeps my son in the education process.
- I like the EBCE program because I have been involved in it.
- They get to know what it's like to work for someone.
- It gives a knowledge of different jobs and helps to develop self-confidence.

- The child has to develop good responsibility in this program and it also helps them make important decisions on what they like and don't like about job sites.
- The way it has improved child-parent relationship - child communicates much better and seems to like school more. Without this, child may have been a dropout.
- Keeps school more interesting and gives him work experience.
- The better attitude my daughter has every morning.
- Different job sites. He seems to have a better, mature, outlook on his future.
- It gives the child a chance to try different jobs before deciding what they want to do with their life after school. (4)
- It is a better learning program and made her more interested in school.
- The opportunity to learn how to get along in the working world and to decide what she would like to get into for a career.
- That it gives experience and a goal to look to as well as something that he takes an interest in.
- Teaching the child independence; the trust that is given to each student; and the encouragement the student gets from the teachers and job sites.

24. What do you like least about the EBCE Program?

- Not enough variety in community sites.
- Some of the job sites do not give them enough real working experience.
- I have no complaints. (7)
- No comment.
- Some of the work sites leave something to be desired.
- The transportation system is very poor and the activities aren't that good.
- Lack of good feeling about the degree of urgency on various work assignments.
- The breadth of career exploration assignments was too narrow. Most of her assignments bore little content of the kinds of careers she is likely to enter. Far too short in professional and semi-professional areas.
- Too much freedom and unsupervised time. Much of the same experience could have been gotten with part-time jobs.
- The shuttle bus does not accommodate many of the jobs.
- If they're dissatisfied on the job they're doing, they have to stay with it for 6 weeks. It's good discipline, but could be boring and discouraging.
- Too much free time before and after going to the job site, probably due to transportation. Not enough contact between parents and staff.
- I was not satisfied with the first job site, but the site was changed and the other sites have been most satisfactory.
- Sometimes transportation becomes a problem. I think it would be better to have this in their senior year.
- Lack of enough academic study. (2)
- I'd like to have staff encourage him to choose more varied sites.
- Job sites are not always prepared for the student and do not give them enough information ahead of time for their first time there.

- Parents not knowing the information on the job sites - where, time, etc.
- Schooling lacks a certain continuity and it's harder to make friends when not in school.
- The sites could give the kids a little more responsibility on the job.
- They don't have as much time to spend getting their homework done - it all has to be done at home.
- I was against this at first, but we let her make up her mind to this.
- The fact that the bus does not get her to the job site on time and she gets less of a grade for the time she misses while on the bus.
- Lack of classroom instructions.

25. What changes have you observed in your son or daughter since their involvement in the EBCE Program?

- Broader scope of job opportunities.
- None. (3)
- My daughter seems to be able to cope with people better and has settled down a lot more and is happier.
- More interested in school, a lot easier to live with at home.
- More independent, more self-esteem. Is more excited about going to the EBCE Program than he ever was about school.
- Self confidence increased.
- She has become so very self sufficient. She has never missed the freedom the program gives her and is proud of herself for her achievements.
- A more developed impression of what working for a living really involves.
- Right now she's ready to quit school. She doesn't have as much freedom now in "normal" school.
- Greater independence and self reliance. (2)
- Gotten better at locating sources of information.
- Lack of responsibility and too much time wasted.
- He prefers to be in school. Felt like an outsider when in EBCE.
- More interest in creative work, better attitude about a job, responsibility on the job.
- She is more independent and feels more confidence in herself.
- His attitude for a future career has greatly changed. He realized he does have a choice other than being just a mechanic.
- My daughter has become more mature and realistic about life.
- More interest in applying himself in preparing for the work he likes.

- She is more enthusiastic and has been encouraged to be aware of and pursue her artistic talent.
- He's easier to live with. Also, he is considering a vo-tech rather than ending his schooling with high school.
- I know what he is doing in school.
- More cooperative.
- When he's done something that he's enthused about, he comes home excited and talks about it - he never was enthused about his everyday school work.
- He has become even more self-motivated.
- More responsible for actions.
- Takes more pride in his appearance and is gaining confidence in himself in the work field.
- Attitude and appearance.
- He manages to get his classroom assignments done.
- She found that she liked a career that she thought she wouldn't like and found that she didn't like a career she thought she would.
- She seems to show more responsibility and seems to be happy with herself.
- Attitude in general.
- More independent and a greater desire to go out on her own.
- Happier about school. Talks about it.
- She is a little more outgoing. She is very proud of herself for being involved in this program. It has given her more confidence about herself and her dress.
- Likes school much better.

26. Would you recommend the EBCE Program to other parents for their children?

- Yes. (18)
- Absolutely.
- Yes. Our other daughter will be in the program next year.
- For any child with an inquiring mind and a mature attitude, this program is tops.
- Yes - a worthwhile experience for all children who are sufficiently mature to constructively participate.
- Maybe, maybe not.
- No. (3)
- Yes, if it is well understood and seems to match the students needs and interests.
- Only if the child had a lot of self-discipline and does not have many other responsibilities. The do-it-yourself approach to gathering data, etc., is excellent training, but takes a lot of time.
- After careful consideration - the child must be very mature.
- Yes, if they're undecided about a career, or lack confidence, it's a good experience and career oriented, both in management and labor.
- Yes, definitely, especially good for a fairly good student. Our daughter is hearing impaired and has a learning problem so it was harder for her.
- I feel the experience has been good and I would recommend it for any young person that didn't have any idea of what they wanted from life.
- Yes and I have. (2)
- Yes, if the child isn't applying himself in the classroom.
- Very much so.
- Definitely. (5)
- Yes, for my daughter it has been good and she has worked with very nice people.

evaluation results component four
survey of resource persons

introduction

This section of the EBCE evaluation report presents the results of a survey of Community Resource Persons who have been involved in the EBCE program. The survey had the purpose of eliciting feedback and input from a perspective of the community.

A one page (printed on two sides) questionnaire was developed specifically for the purpose of this survey. The questionnaire entitled "Resource Person Feedback Form" incorporated 24 agreement type items and 3 open ended items (see the Appendix section for a copy). The questionnaire was mailed to 130 community people who have served as Resource Persons for the EBCE program. This mailing occurred in April of 1980. The Resource Person Feedback Form focused on 4 factors which include: 1) General attitude toward EBCE, 2) Communication with staff, 3) Support services, and 4) Use of student time.

A total of 91 Resource Person Feedback Forms were returned and were used in formulating the summaries which follow. The questionnaire item responses have been summarized for each of the four factors by presenting a proportion response to each of the five response alternatives: Strongly Disagree, Disagree, Undecided, Agree, and Strongly Agree.

general attitude towards ebce

SA	A	U	D	SD		
.25	.64	.08	.00	.01	1.	I will continue to serve as a resource person.
.17	.46	.35	.01	.00	5.	Students are very enthusiastic about EBCE.
.35	.52	.08	.01	.00	10.	EBCE is an excellent way for students to learn about life.
.00	.05	.10	.72	.10	14.	The EBCE program is different than what it was originally explained to be.
.17	.43	.39	.00	.00	18.	Other resource persons I have met are very supportive of the EBCE Program.
.01	.01	.16	.54	.26	21.	Being a resource person is not worth the time it takes.
.40	.52	.05	.01	.00	23.	EBCE is an excellent way for students to learn about careers.

communication

SA	A	U	D	SD		
.33	.59	.04	.02	.00	2.	I would like to have more information about how students react to my site.
.19	.62	.11	.03	.03	6.	The EBCE staff provided me with an adequate orientation to my role.
.16	.43	.15	.20	.02	11.	Students come to me for assistance and information about my career.
.13	.58	.19	.05	.02	15.	EBCE staff keep me well informed about the program.
.04	.20	.18	.52	.03	19.	I often provide students help in planning academic activities.
.18	.51	.08	.18	.03	24.	A Learning Coordinator either calls or stops in once a week while students are here.
.11	.42	.08	.20	.17	3.	I have a copy of the learning guide that was written for my site.
.16	.51	.19	.09	.03	7.	A job description has been written for my job by EBCE staff, detailing what I do and what students can do.

resources

SA	A	U	D	SD		
.03	.12	.35	.40	.08	8.	Students do not have adequate resources to assist them with their activities.
.14	.40	.15	.25	.02	12.	Students often ask me about job/career opportunities.
.05	.16	.16	.52	.08	16.	Students confide in me regarding their personal problems.

use of time

SA	A	U	D	SD		
.19	.55	.13	.09	.02	4.	Students at this site spend a considerable amount of time observing many people and jobs.
.02	.17	.12	.44	.22	9.	Students spend very little of their time actually doing job tasks.
.05	.31	.12	.43	.05	13.	Students spend time in independent study activities and on activity sheets at my site.
.20	.63	.04	.09	.01	17.	Students spend time talking with me and other site people.
.04	.22	.42	.27	.02	20.	Students don't spend much time reading or reviewing site resource materials.
.03	.17	.20	.52	.05	22.	Students spend 25% or more of their time at my site on academic activities.

25. Please indicate ways in which the EBCE staff could be more helpful to you.

- Send only the students that are interested and not the ones who have no where else to go.
- None. (8)
- Contact us more often and let us know more about this terrific program.
- They could talk about EBCE to the entire staff who spend most of their time with the students instead of talking only to the department director.
- Prior briefing on student and his/her goals, interests, attitudes, etc. (4)
- Feedback on the student while on our site. (2)
- I feel the staff is very helpful. (5)
- Give possible projects for students to complete while at job site.
- We really can't answer these questions as we have only been in the program a short while. (5)
- Undecided.
- Some students could have more background in areas that they are interested in.
- I would like to know what is expected of me to better help the student and what the students feel about my job site.
- Much more interaction happens now than in the beginning of the program, remedying an earlier problem.
- I talk to someone on the staff at least once a week and receive excellent help.
- Have definite information on what they want to learn.
- The staff does a very good job of placing and follow-up.
- Keeping closer contact when a student drops out of the program or is kept in school for other reasons.
- Staff is ok. (2)

- Need information regarding what areas of the career we are to put the most emphasis on.
- We have not had any students here.
- Since many seem confused, inform students of which job they will be observing and notify resource person.
- Sometimes need more time between request for placement and actual placement of student at my site.
- The recent site evaluation sheets were the first pieces of feedback on our site. Students rarely have any work they need to do, either related to our site or anything else.
- Since this particular site involves a great deal of human relations, screening of appropriate students for the site so they will be comfortable in this situation and willing to try.
- Staff stopping in once a week and students working in T.R. department in afternoon and not morning.
- We've never received any feedback as to if students are pleased with our site and since we only had one student this year, maybe the students need to discuss between each other what they do at sites.
- Staff is very dedicated.
- Encourage more uninhibited feedback from students - this must come from staff somehow, because students won't criticize.
- We should be more informed on what the student and resource person are to do and what it is all about.
- Having students review me as a leader.
- It appears to me from this questionnaire more academics would be suggested for this subject. We could arrange this if I had some idea what to cover and how to present it.

26. What are the major strengths that you have observed in EBCE?

- The staff does seem to be very concerned about their students.
- Giving the students a wide variety of job sites to be involved in personally.
- Gives alternate to regular classes.
- More of a decisiveness on their part with regards to a career.
- I believe it is encouraging the kids to stay in school.
- EBCE is an excellent alternative for the students and it makes the business community feel it is a real part of the education system.
- Some of the kids are super in their interest on the job.
- Follow-up for each EBCE student when placed on a job site - adjustment and attendance.
- Gives the students a broadening experience of the job environment which should benefit them in choosing a career. (4)
- Students seem to feel more self-confidence making their way into the working world.
- Students get an extremely good inside view at different types of organizations and careers and sometimes change their minds about careers they thought they would or would not be interested in.
- I believe it give students more insite to themselves, opens new avenues of thought for them - their own choices.
- Good for students who have not worked before, particularly for those interested in food service, dealing with people in one of the most difficult areas.
- The willingness of students to actual participation in our program.
- I feel the major strength of the EBCE program is the opportunity for students to see and experience first-hand what various careers entail and training necessary. (7)
- From the student standpoint, it's a good chance to see what working for a living is really like, such as attitudes of other employees and what problems arise in reference to salary, benefits, etc. (4)

- On-site observation and participation by students.
- It gives the students some idea of fields they may be interested in before going on to school. (2)
- Good communication.
- Students themselves seem "sold" on their program; monitored fairly well; good rapport between students and their supervisors.
- Each new site provides a fresh start for the student without carry-over fromanother. They have the opportunity to be evaluated as an individual in the specified working environment.
- The students seem to mature and get a better feeling about themselves and the staff and students seem to really get along.
- The young people themselves make the program worthwhile.
- Good communication, open-minded, willingness.
- The good students fit in easily.
- Undecided.
- None.
- It's basically a good program for students with interest in choosing a career, giving them an idea or direction. (2)
- I believe the success of EBCE will show up in later years - those students who were uncertain about what field they wanted to enter will definitely benefit the most.
- The students are made more aware of their place in a working situation, not only how well the job is done, but what it takes to work with other people with varying personalities.
- Students can observe variety of occupations. (4)
- Freedom of student. They are expected to show up on time just as if they were working, without someone holding their hand all day.
- Responsibility, confidence in oneself, getting along with others.
- The idea itself is good.
- Students able to see reality - what the real world looks like outside school.

- Students seem to enjoy their assignment.
- The 2 students I've dealt with have been very excited about their jobs. The program itself has to be responsible for this and it comes through in the students' attitudes.
- Students are given an on-site view of the occupation and any such program must be an accelerated learning experience.
- The teachers or resource persons keep pretty close tabs on their students on the sites. I feel this makes them apply themselves more.
- Students are enthusiastic about the site because they've chosen it themselves and "want" to learn.
- It's too early for me to evaluate the program.
- Students can learn whether or not they are interested in a career before training for it.
- The opportunities the students have to experience all aspects of requirements on a job site.
- Generally the students have been motivated to try new things and new tasks. Three out of four placements have been good.
- The whole idea of the program has not been involved that long.
- This may give students knowledge with which to make a career decision.
- Opportunity for students to see the negative aspects of certain careers as well as the positive.

27. What are the major weaknesses or problems that you see with EBCE?

- None, really - I've only had the one student.
- It is a problem when the staff stop in without calling first; often I am tighed up or it interrupts something. Would like to receive a copy of the learning guide and their assignments.
- I have had no opportunity to deal with a student during the past year due to crowded conditions and employee turnover within our department. I started to fill this out based on my experience a year ago, but feel this would not be fair due to improvements/ changes that would have been developed during the past season. I am in favor of the program and hope to be able to contribute in the future.
- Students should be screened with regard to capabilities to handle and benefit from a job site. Also feel 3 weeks on our site is not enough time to fully experience all the phases of our business.
- Too much time spent on shuttle bus from school to site and back to school.
- For some of the students I feel it is an easy way for them to go to school or be kept in school. Some are not giving it what they really should take on their part.
- Students should have longer placement in some sites or different hours depending on business hours. Customer traffic is higher in the evening bus.
- At present, I'm very happy with the program in general.
- Although it is gratifying that so many have chosen our office in the past as a resource site, it would be beneficial to us if the scheduling could be spaced with 2 or 3 weeks in between each student.
- I've not been with the program long enough to give a fair answer.
- Full year at this is too long; half-year for each student is enough.
- None. (4)
- Three weeks at each site is not long enough - 6 weeks would be better.

- Students getting sent to sites they do not want to be on.
- Students do not fulfill their end of the program, don't ask questions, and I have to ask them questions to try to fulfill my end.
- The above questions are not agree or disagree questions. Also the resource person should be more informed on exactly what is going on.
- No chance for advancement and no benefits.
- Just to be sure that if a person comes here, they have an interest in this area.
- Not enough program leaders to work out the specific areas of interest and develop guide sheets for each career.
- Sometimes takes time away from normal work - this, however, is necessary, incurable, and in terms of student benefit, worthwhile.
- We were all so busy when she was here that maybe we didn't spend enough time with her.
- I haven't seen any problems with the program yet, except more feedback is needed on our performance as a resource person.
- Students are not screened for any particular site, therefore interest at this site varies greatly.
- The obvious disinterest the majority of the students exhibit; they are here just as a means to be out of school. (4)
- Students come to my site with no interest in chemistry. It should be reserved for those who may wish to be chemists.
- Some cases are babysitting jobs for the resource person.
- Potential public relations problems or damage to property by students.
- I'm delighted with it.
- I don't feel that it is an appropriate placement for an above average student who is successful in the high school curriculum.
- Transportation for students. (2)

- I have not received any evaluations on students to return to coordinator and I feel strongly that these should be provided.
- Resource person is too busy with own duties to direct students to jobs or explain much about them.
- Students don't seem to know very much about business they are placed at prior to initial visit to work site.
- Students should only be placed in job sites where they can participate in work or job related activity.
- Sometimes not enough time at job site.
- Some students have indicated they will be with us from 9-1, then due to transportation difficulties actually leave at noon.
- Students not taking advantage of the learning opportunities.
- It requires a lot of work in training for such a short time and also more dependable hours would be beneficial.
- Students' preconceived notions about sites - need more precise orientation.
- Students' (youth possibly) lack of commitment.
- The importance of reliability to their resource persons should be stressed.
- Some students should know more about the job they are coming into to know if they will be interested or not.
- Students could spend a shorter amount of time at each site so more students could be in the program and they should spend time with several people at each location so they could see a larger variety of jobs. (2)
- No feedback about ourselves. Some students fail to show any interest about the job.
- If a student shows a particular interest in a certain place of business or type of work, he/she should be allowed to return for a second period of time later in the school year.
- We need even more sites developed to give the students a broader choice.

- All the school they are missing out on by just being there.
- Too short of placement time.
- EBCE staff could explain to students in detail what they are expected to wear to a job site and what they are walking into.
- Any problems have been taken care of quickly.
- Many students have learning or emotional adjustment problems and take EBCE as a "cop out" to the regular program which they can't master. Students taken out of academic classes find it difficult to return to a structured class after missing the prerequisite class.
- I liked the 3 month program much better. The entire semester is too long - they lose their study habits and contact with friends. They should be getting their basic education so they can go on to school or compete in skills in the business world.

evaluation results **component five**
survey of former students

introduction

This report represents the results of two follow-up surveys of the former students enrolled in the Anoka-Hennepin EBCE Program. These surveys had the purpose of soliciting feedback regarding the EBCE experiences of former students. The first survey was mailed to the original EBCE group that participated during the 1977-78 school year. The second survey focuses on the group that participated in the 1978-79 program.

A one page (two sides) instrument entitled EBCE Former Student Form was used in both surveys (see Appendix). This form, in addition to determining the current employment/schooling status of each former student, focused on three factors. These factors with their respective number of items are: a) the 12th grade experience, b) personal payoffs of EBCE, and c) general attitude toward EBCE. The form also contains an item which asks the respondent to indicate his or her future plans in terms of schooling or a career.

The EBCE Former Student Form was mailed in April 1980 to 54 students who participated in the 1977-78 program. 25 respondents were received to this survey. At the same time the form was mailed to 70 students who participated in the 1978-79 EBCE program. Responses were received from 38 members of this group.

The following pages include summaries of both surveys.

The bold numbers (**1 2 3 4 5 6 . . .**) represent the 1977-78 group.

The italic numbers (*1 2 3 4 5 6 . . .*) represent the 1978-79 group.

twelfth grade experiences

SD	D	A	SA	
.07	.26	.53	.11	4. I studied harder in 12th grade because of EBCE.
.08	*.34*	*.42*	*.14*	
.42	.46	.07	.03	5. I had a difficult time adjusting to my 12th grade classes.
.28	*.37*	*.20*	*.14*	
.00	.11	.46	.42	6. EBCE helped me to see the importance of learning academic skills.
.00	*.10*	*.47*	*.42*	
.07	.11	.46	.34	7. My EBCE experience helped me better choose courses for 12th grade.
.02	*.28*	*.40*	*.28*	
.65	.30	.00	.03	8. EBCE hurt me academically.
.57	*.26*	*.10*	*.05*	
.03	.23	.53	.19	9. My motivation to study increased as a result of EBCE.
.07	*.18*	*.39*	*.34*	
.07	.30	.38	.23	10. Because of EBCE, my attendance in school improved in 11th and 12th grade.
.08	*.22*	*.44*	*.25*	
.03	.26	.53	.15	11. Because of EBCE my grades in 12th grade were better.
.02	*.40*	*.31*	*.25*	

personal payoffs

SD	D	A	SA	
.30	.42	.23	.03	12. I missed out on a number of social activities during 11th grade because of EBCE.
.21	*.36*	*.28*	*.13*	
.00	.03	.57	.38	13. EBCE gave me added self confidence.
.00	*.10*	*.34*	*.55*	
.03	.07	.50	.34	14. I better understand my own values because of EBCE.
.00	*.02*	*.55*	*.42*	
.00	.07	.65	.26	15. EBCE helped me learn how to use my time more effectively.
.00	*.13*	*.47*	*.39*	
.11	.15	.42	.30	21. EBCE has changed my ideas for my future career.
.02	*.26*	*.34*	*.36*	
.03	.11	.50	.34	22. EBCE has encouraged me to further my education or training.
.02	*.15*	*.52*	*.28*	

general attitude

SD	D	A	SA	
.00	.03	.50	.46	16. EBCE helped me in many ways.
.00	*.05*	*.47*	*.47*	
.69	.26	.00	.03	17. EBCE was a waste of time for me.
.73	*.26*	*.00*	*.00*	
.03	.11	.19	.69	18. The EBCE program was superior to other school experiences I have had.
.02	*.13*	*.28*	*.55*	
.03	.00	.42	.53	19. The individual, one-to-one, method of teaching in EBCE was good for me.
.05	*.00*	*.15*	*.78*	
.03	.00	.42	.53	20. I would recommend EBCE to others.
.02	*.05*	*.23*	*.68*	

23. What are your future plans in terms of schooling or career?

- Army
- Telephone installer
- West Point, then graduate and post-graduate studies
- Medical career (2)
- More schooling
- Work, get married, then go to school to become Certified Public Accountant
- Finish school and try for Certified Public Accountant
- Education through aid of Army
- Full time school for degree
- Go to Anoka TEC Center
- Work my way up in computer field
- Become machinist and start own business
- Finish school then become own boss
- Attend college (3)
- College nursing degree (3)
- Become licensed cosmetologist
- Navy
- College degree in Business Education or Accountancy
- Get B.S. in soils
- Get in real estate, advertising or public relations
- *Beautician*
- *College or tec*
- *College then become pastor*

- *Attend university and possibly law school*
- *Teaching or business*
- *Nothing*
- *Work as secretary*
- *May work then go to trade school*
- *Study bookkeeping or child development*
- *College for CPA*
- *Trade school or service*
- *4-year Registered Nurse program*
- *Enroll full-time as political science major*
- *4-year college interior design program*
- *College degree in psychology*
- *Don't know*
- *Carpentry*
- *Ministry music or preacher song writer and singer*
- *After awhile schooling in Auto Body*
- *Hearing Equipment training program at voc-tec school*
- *Business school then own restaurant*
- *Maybe more schooling*
- *Receive degrees in elementary and special education*
- *Going to Tec for office occupations*
- *In a year go to Anoka Vo-Tech or Community College*
- *Go to community college for Paralegal or Legal Assistant*
- *Work for 3 years then go to Tec school*
- *Go to community college then university*

- *College for music and go to barber school*
- *Community college in merchandise display*
- *2 year degree in R.E.*
- *Work, become airline stewardess, see the world*
- *Airline stewardess or Air Force*
- *School for arboror*
- *Farming*

current status

In addition to the rating or agreement information, information was solicited from the first year group (1977-78) as to their current employment or schooling status. The following provides a summary of this information.

1. Current status: 10 - in school full-time
   5 - in school part-time

   Schools included the following:

   4 - Anoka-Ramsey Community College
   2 - Anoka AVTI
   3 - University of Minnesota
   1 - University of Maryland
   1 - College of St. Benedicts
   1 - Minnesota Institute of Medical and Dental Assisting
   1 - District 916 AVTI
   1 - Winona State University
   1 - St. Paul TVI

2. Field of Study

   3 - Nursing
   2 - Accounting
   1 - Medical Assistant
   2 - Business Careers
   1 - Cosmetology
   1 - Agriculture
   1 - Business Administration
   1 - Marketing
   1 - Surgical Technician
   1 - Medicine

3. Current Status: 16 employed full-time
   2 employed part-time

Employers	Job
Equity Securities Trading Co.	Accounting Clerk
Metro Winchester Gun Club	
Target	Invoice Processor
Camilia Rose Convalescent Center	Nursing Assistant
Accuracy Machine, Inc.	Machinist
U.S. Army	Mechanic

Employers	Job
McQuay Perfex	Warehouse Worker
FMC/NOD Corp.	Typist
Anoka Electric Coop	Computer Programmer
Kurt	Machinist Trainee
Print Craft	Printer
U.S. Navy	Engineman
General Mills	
Mercy Medical Center	Dietary Aid
Lamaur	Production Worker
Audiotronics	Set-up Technician
Montgomery Wards	Assistant Manager
Maria's Cafe	Waitress and Cook
U.S. Army	Paratrooper

evaluation results **component six**
postassessment of students

introduction

Consistent with the philosophy of Experience Based Career Education (EBCE), it was considered important to assess a variety of characteristics and changes in EBCE program students in order to effectively evaluate the Anoka-Hennepin District 11 demonstration site. By comparing EBCE students with a group of students in traditional high school programs through a pretest-post test experimental design, it was felt that the effects of the EBCE program could most clearly be isolated and identified.

Each of the two groups of students (EBCE and control) was administered the following instruments as part of the postassessment: (1) Comprehensive Test of Basic Skills (CTBS) subtests 2 and 7; (2) Career Maturity Inventory (CMI) attitude subtest; (3) Student Attitude Survey (SAS); and (4) Jobs Questionnaire. The EBCE and control group students were administered the instruments the last week in May. The Student Information Questionnaire completed during the preassessment was not readministered for purposes of post testing. The remainder of this section provides information relative to each instrument on the postassessment.

Group 1. EBCE Students

Post testing was undertaken on 41 of the eleventh grade EBCE students who came from three district high schools. The EBCE students were originally selected from a group of students who wished to participate in the program, with representativeness as to male/female distribution and academic achievement (by grade point average) of prime importance.

Group 2. Control Group

The control group (N=63) was selected from the master list of eleventh grade students from each of the three high schools in District 11. Stratified by school, sex, and grade point average, the nonapplicant control group had 48 members participating in the post-assessment.

As in the preassessment, both groups were administered the Comprehensive Test of Basic Skills. Reading Comprehension (subtest 2) and Mathematics Concepts and Applications (subtest 7a and 7b) of Form S, Level 4, were given. Table 1 below presents the mean scores and standard deviation for each of the two groups on the subtests. Covariate analysis of variance was utilized with the pretest scores acting as the covariate.

Table 1

Analysis of Covariance Summary
of CTBS Pretest and Post Test Information

CTBS Subtest	EBCE (N=41)				Control (N=48)			
	Pre		Post		Pre		Post	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Reading Comprehension	27.7	9.1	29.8	8.6	28.1	8.8	31.7*	8.8
Mathematics Concepts	17.5	5.0	17.8	5.0	17.7	5.8	18.7	4.9
Mathematics Application	13.7	6.5	15.4	5.6	14.4	6.3	17.1*	5.7

*The control goup mean was significantly greater than the EBCE mean ($p < .05$).

career maturity inventory

Though composed of two subtests, only the Attitude Scale was used in this evaluation. The CMI is a measure of feelings, reactions, and dispositions that an individual has toward making a career choice and entering the world of work. Five factors are included: (1) involvement in the career choice process, (2) orientation toward work, (3) independence in decision making, (4) preference for career choice factors, and (5) conceptions of the career choice process. Table 2 presents the mean scores and standard deviations for the pre and post tests completed by the two groups. Given equivalence of the two groups on the CMI pretest scores, covariance techniques were considered inapplicable for post test comparisons.

Table 2

Analysis of Variance Summary
of CMI Pretest and Post Test Information

Scale	EBCE (N=41)				Control (N=48)			
	Pre		Post		Pre		Post	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
CMI Attitude	32.8	5.4	35.0	5.3	34.3	5.0	35.0	5.4

The groups did not vary significantly on the CMI.
Pretest values represent students who also participated in post testing.

student attitude survey

The Student Attitude Survey (SAS) is designed to assess student attitudes toward learning environments, career knowledge and plans, self and others. The SAS provides a subscale score for each of the four focal points mentioned above. Results of the Analysis of Covariance are found in Table 3 below.

Table 3

Analysis of Covariance Summary
for SAS Pretest and Post Test Information

Subscale (attitude toward)	EBCE (N=41)				Control (N=48)			
	Pre		Post		Pre		Post	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Learning Environment	3.27	.55	3.36	.46	3.47	.52	3.51	.56
Careers	3.56	.43	3.71	.50	3.74	.45	3.73	.46
Self	3.51	.53	3.57	.60	3.52	.58	3.65	.57
Others	3.56	.50	3.61	.69	3.64	.46	3.68	.56

jobs questionnaire

The Jobs Questionnaire is a checklist-type of instrument that is designed to identify the sex role stereotypes students maintain for various occupations. Given that the desired sex role stereotype response is for both responses (male and female) and not just male or female, the scores presented in Table 4 break down the student choices for male, female and both responses. The one-way analysis of variance of pretest scores determined that Covariate Analysis of Variance was needed to statistically equate the groups.

Table 4

Analysis of Covariance Summary
of Pretest and Post Test Scores on the Jobs Questionnaire

Scale	EBCE (N=41)				Control (N=48)			
	Pre		Post		Pre		Post	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Male Choice	6.7	5.2	6.3	5.1	8.1	4.9	8.3*	4.8
Female Choice	4.2	3.0	3.7	3.0	4.6	2.7	4.4	2.9
Both Choice	19.0	7.9	20.0*	7.8	17.3	7.3	17.3	7.2

*On the Male Choice scale, the EBCE group post test mean was significantly smaller than the control group ($p < .05$).

*On the Both Choice scale, the EBCE group post test mean was significantly greater than the control group ($p < .05$).

Pretest values represent students who also participated in post testing.

synthesis of evaluation results

EVALUATION QUESTION 1. DO EBCE STUDENTS EXHIBIT ABILITIES SUPERIOR TO OR EQUAL TO STUDENTS IN THE TRADITIONAL HIGH SCHOOL PROGRAM IN THE AREA OF BASIC SKILLS?

The Comprehensive Test of Basic Skills (CTBS) revealed a statistically significant difference between the control group and the EBCE group on reading comprehension and mathematics applications. This difference was in favor of the control group. The groups did not differ, however, on mathematics concepts. The difference in reading comprehension and math applications is difficult to explain. It is possible that EBCE students did less reading or that the EBCE students did not maintain a test taking skill that is evident in most traditional programs. It may also be possible that the CTBS emphasizes more traditional skills without being sensitive to some of real-life application skills acquired by EBCE students.

EVALUATION QUESTION 2. DO EBCE STUDENTS DEMONSTRATE INCREASED KNOWLEDGE IN CAREER PLANNING, CAREER EXPLORATION, AND CAREER DECISIONMAKING WHEN COMPARED TO STUDENTS IN THE TRADITIONAL HIGH SCHOOL PROGRAM?

Results on the Career Maturity Inventory reveal the control group as comparable to the EBCE group for the posttest. However, the EBCE group had a greater gain from the beginning to the end of the school year. Subtest 2 of the Student Attitude Survey which focuses on attitude toward careers resulted in a finding similar to that of the CMI. That is, posttest results were almost identical yet the EBCE group had the greatest pre-post change.

EVALUATION QUESTION 3. DO EBCE STUDENTS POSSESS A MORE POSITIVE ATTITUDE TOWARD THEIR LEARNING ENVIRONMENT THAN DO STUDENTS IN THE TRADITIONAL PROGRAM?

The Student Attitude Survey, subtest 1 focuses on attitude toward the learning environment. The student results on this subtest showed no significant difference between groups. The survey of current students component of the evaluation yielded a positive attitude toward the EBCE program. This is evidenced by the fact that 82% agreed that EBCE was superior to other school experiences they had.

EVALUATION QUESTION 4. DO EBCE STUDENTS DISPLAY LESS SEX ROLE STEREOTYPING OF JOBS THAN DO STUDENTS IN THE TRADITIONAL PROGRAM?

When asked to indicate whether certain jobs were better suited for males or females on the Jobs Questionnaire, the EBCE group showed less sex bias. This finding was statistically significant.

EVALUATION QUESTION 5. DO EBCE STUDENTS MAINTAIN A POSITIVE ATTITUDE TOWARD AND COOPERATE WITH THE EBCE PROGRAM?

The general attitude of students toward the EBCE program was very positive. This is supported by the fact that 82% of the current students felt the EBCE program was superior to other school experiences, 89% felt it would help them in future school experiences and 92% indicated that they would recommend the program to a friend. Additionally, 65% of the parents agreed that their son or daughter had a more positive attitude toward learning because of EBCE.

EVALUATION QUESTION 6. DO PARENTS OF EBCE STUDENTS MAINTAIN A POSITIVE ATTITUDE TOWARD AND COOPERATE WITH THE PROGRAM?

In the main, parents have a very positive regard for the EBCE program. 64% thought the quality of the educational experience was superior to other experiences, 85% agreed that the career exploration activities in the program were beneficial and only 6% thought the program had hurt their son or daughter academically.

When asked about changes they observed in their son or daughter since EBCE, parents offered a wide variety of responses (see specific comments in Parent Survey Section). When asked if they would recommend the program to other parents, 31 said yes. Only three said no with five giving qualification to their response. Overall, parent attitude is a positive asset of the program.

EVALUATION QUESTION 7. HAS THE EBCE PROGRAM BEEN ADAPTED TO NEEDS AND CHANGES THROUGHOUT THE CONTRACT DURATION?

The EBCE program has undergone many changes since its inception in 1977. These changes have included: upgrading curriculum materials, improving and expanding job sites, staff changes, and organizational changes. From the evaluators' perspective, these changes have in the most part been positive. Also, the changes were managed exceptionally well with a minimal amount of discomfort to students. The program manager and staff are commended for accepting change and adapting well.

EVALUATION QUESTION 8. HAS THE EBCE STAFF EFFECTIVELY UTILIZED AN ADVISORY COMMITTEE?

The Advisory Committee for the EBCE program has been a valuable component of the program. The Committee has provided direction to program activities as well as establishing a solid link between District 11 and the community. The Committee members deserve a great deal of appreciation for their contribution and the program manager should be applauded for his effectiveness in dealing with the Committee.

EVALUATION QUESTION 9. IS COMMUNICATION EFFECTIVE WITHIN THE EBCE PROGRAM?

Communication between EBCE students and EBCE staff appears to be good. This is evidenced by the fact that 77% of the students indicated that they were encouraged to express their opinions and 70% felt free to discuss problems with their learning coordinator.

Communication between students and parents appears to be fairly extensive. For example, 87% of the parents indicated that their son or daughter talks to them often about their EBCE experiences. Also, over 80% of the students indicated that their parents are aware of the program and they know what they are doing.

Some parents desired more information about the progress of their child (19%) and about their schedule (17%).

The communication between resource persons and EBCE staff appears

to be adequate as indicated by only 6% feeling that they did not have an adequate orientation, and only 7% felt they were not kept informed. 69% indicated that a learning coordinator calls on them once a week. Resource persons, however, desire to have more information about how students react to their site.

EVALUATION QUESTION 10. HAVE PARENTS OBSERVED ANY CHANGES IN THEIR SON'S OR DAUGHTER'S BEHAVIOR SINCE ENROLLING IN THE EBCE PROGRAM?

62% of the parents believed their son or daughter's ability to work independently had increased and 68% felt their child has a more positive attitude toward the world of work. Parents also listed changes they have observed. A complete listing is provided in the Parent Survey section of this report. 33 of 38 responses were positive ranging from "happier to more motivated." The parental opinions of the program and its affect on students is a major strength of the program.

EVALUATION QUESTION 11. HOW DO COMMUNITY RESOURCE PERSONS PERCEIVE THE EBCE PROGRAM?

The fact that 91 resource persons returned feedback forms provided an indication of interest in the EBCE program. Further, 89% indicated that they would continue to participate with the program and 92% thought EBCE was an excellent way for students to learn about careers. Resource persons have provided a considerable number of suggestions for improving the program. These should be analyzed closely by program staff (RP Survey portion of this report).

EVALUATION QUESTION 12. HOW DO STUDENTS PERCEIVE THE PROGRAM AFTER THEY HAVE LEFT IT?

Of the 1977-78 EBCE student group, about half were employed full-time and the other half were in school full-time. (Fields of study and places of employment are summarized in the follow-up section of this report.) Student responses to the program after having a chance to gain other school and employment experiences was even more positive that that of current students.

Example responses by former students include: 96% felt that EBCE helped them in many ways, only 1% felt EBCE was a waste of time, 88% felt EBCE was superior to other school experiences. These findings are extremely positive and provide very strong support for the EBCE program.

appendices

PARENT FEEDBACK FORM

EBCE Program - Anoka-Hennepin District 11

DIRECTIONS

Please give us some of your reactions to the Experience Based Career Education Program (EBCE). Read each statement carefully. Circle your response using the following code.

SA = Strongly Agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly Disagree

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
SA	A	U	D	SD	1. The EBCE Program has hurt my son/daughter academically.
SA	A	U	D	SD	2. I need to know more about the schedule of my son/daughter (possibly weekly).
SA	A	U	D	SD	3. The quality of educational experiences in the EBCE Program is superior to other educational experiences my son or daughter has had.
SA	A	U	D	SD	4. The EBCE staff members show respect for my son or daughter.
SA	A	U	D	SD	5. The EBCE Program gives my son or daughter too much freedom.
SA	A	U	D	SD	6. I feel that my son or daughter needs to have a greater variety of community site experiences.
SA	A	U	D	SD	7. I understand the objectives of the EBCE Program.
SA	A	U	D	SD	8. My son or daughter has a more realistic attitude toward the world of work because of the EBCE Program.
SA	A	U	D	SD	9. My son or daughter's ability to work independently has increased because of the EBCE Program.

SA A U D SD 10. My son or daughter talks to me often about his or her experiences in the EBCE Program.

SA A U D SD 11. Lack of formal classroom instruction hurts my son or daughter.

SA A U D SD 12. Transportation between sites for my son or daughter is no problem.

SA A U D SD 13. I receive enough information about my son or daughter's progress in the EBCE Program.

SA A U D SD 14. The EBCE Program has helped my son or daughter to make career decisions.

SA A U D SD 15. My son or daughter has been unable to participate in extracurricular activities since entering the EBCE Program.

SA A U D SD 16. My son or daughter needs more time with his or her learning coordinator.

SA A U D SD 17. I would like to have more meetings with the EBCE staff.

SA A U D SD 18. The career exploration activities in the EBCE Program have been beneficial to my son or daughter.

SA A U D SD 19. The EBCE staff members are more enthusiastic than other teachers my son or daughter has had.

SA A U D SD 20. My son or daughter has gained a broad knowledge of career opportunities.

SA A U D SD 21. The EBCE staff members show a friendly attitude toward parents.

SA A U D SD 22. My son or daughter has a more positive attitude toward learning because of the EBCE Program.

23. What do you like most about the EBCE Program?

24. What do you like least about the EBCE Program?

25. What changes have you observed in your son or daughter since their involvement in the EBCE Program?

26. Would you recommend the EBCE Program to other parents for their children?

RESOURCE PERSON FEEDBACK FORM

DIRECTIONS

Please provide your reaction to the following statements by circling one of the following choices.

SD = Strongly Disagree

D = Disagree

U = Undecided

A = Agree

SA = Strongly Agree

SD D U A SA 1. I will continue to serve as a resource person.

SD D U A SA 2. I would like to have more information about how students react to my site.

SD D U A SA 3. I have a copy of the learning guide that was written for my site.

SD D U A SA 4. Students at this site spend a considerable amount of time observing people and jobs.

SD D U A SA 5. Students are very enthusiastic about EBCE.

SD D U A SA 6. The EBCE staff provided me with an adequate orientation to my role.

SD D U A SA 7. A job description has been written for my job by EBCE staff, detailing what I do and what students can do.

SD D U A SA 8. Students do not have adequate resources to assist them with their activities (school work, activity sheets, etc.).

SD D U A SA 9. Students spend very little of their time actually doing job tasks.

SD D U A SA 10. EBCE is an excellent way for students to learn about life.

SD D U A SA 11. Students come to me for assistance and information about my career.

SD D U A SA 12. Students often ask me about job/career opportunities.

SD D U A SA 13. Students spend time in independent study activities and on activity sheets at my site.

SD D U A SA 14. The EBCE program is different from what it was originally explained to be.

SD D U A SA 15. EBCE staff keep me well informed about the program.

SD D U A SA 16. Students confide in me regarding their personal problems.

SD D U A SA 17. Students spend time talking with me and other site people.

SD D U A SA 18. Other resource persons I have met are very supportive of the EBCE Program.

SD D U A SA 19. I often provide students help in planning academic activities.

SD D U A SA 20. Students don't spend much time reading or reviewing site resource materials.

SD D U A SA 21. Being a resource person is not worth the time it takes.

SD D U A SA 22. Students spend 25% or more of their time at my site on academic activities.

SD D U A SA 23. EBCE is an excellent way for students to learn about careers.

SD D U A SA 24. A learning coordinator either calls or stops in once a week while students are here.

25. Please indicate ways in which the EBCE staff could be more helpful to you._____

_____

_____

_____

26. What are the major strengths that you have observed in EBCE?_____

_____

_____

_____

27. What are the major weaknesses or problems that you see with EBCE?_____

_____

_____

_____

EBCE FORMER STUDENT FORM

Anoka-Hennepin District 11

1. What is your current status?

____ In school full-time (skip to item 2)

____ In school part-time (skip to item 2)

____ Employed full-time (skip to item 3)

____ Employed part-time (skip to item 3)

____ Homemaker (skip to item 4)

____ Unemployed (skip to item 4)

2. (For those in school) In what school are you enrolled? _____

_____

What is your major subject of study? _____

3. (For those employed) Who is your employer? _____

_____

What is your job? _____

SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

SD D A SA 4. I studied harder in 12th grade because of EBCE.

SD D A SA 5. I had a difficult time adjusting to my 12th grade classes.

SD D A SA 6. EBCE helped me to see the importance of learning academic skills.

SD D A SA 7. My EBCE experience helped me better choose courses for 12th grade.

SD D A SA 8. EBCE hurt me academically.

SD D A SA 9. My motivation to study increased as a result of EBCE.

SD D A SA 10. Because of EBCE, my attendance in school improved in 11th and 12th grade.

SD D A SA 11. Because of EBCE my grades in 12th grade were better.

SD D A SA 12. I missed out on a number of social activities during 11th grade because of EBCE.

SD D A SA 13. EBCE gave me added self confidence.

SD D A SA 14. I better understand my own values because of EBCE.

SD D A SA 15. EBCE helped me learn how to use my time more effectively.

SD D A SA 16. EBCE helped me in many ways.

SD D A SA 17. EBCE was a waste of time for me.

SD D A SA 18. The EBCE program was superior to other school experiences I have had.

SD D A SA 19. The individual, one-to-one, method of teaching in EBCE was good for me.

SD D A SA 20. I would recommend EBCE to others.

SD D A SA 21. EBCE has changed my ideas for my future career.

SD D A SA 22. EBCE has encouraged me to further my education or training.

23. What are your future plans in terms of schooling or career?

_____

_____

_____

Did EBCE help you in making this decision? ____yes ____no

EBCE FORMER STUDENT FORM

Anoka-Hennepin District 11

1. What is your current status?

____ In school full-time (skip to item 2)

____ In school part-time (skip to item 2)

____ Employed full-time (skip to item 3)

____ Employed part-time (skip to item 3)

____ Homemaker (skip to item 4)

____ Unemployed (skip to item 4)

2. (For those in school) In what school are you enrolled? _____

_____

What is your major subject of study? _____

3. (For those employed) Who is your employer? _____

_____

What is your job? _____

SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

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23. What are your future plans in terms of schooling or career?

_____

_____

_____

Did EBCE help you in making this decision? ____yes ____no

STUDENT FEEDBACK FORM

EBCE Program - Anoka-Hennepin District 11

DIRECTIONS

Please provide us with your reactions to your EBCE experiences. Read each statement carefully. Circle your response using the following code:

SA = Strongly Agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly Disagree

SA A U D SD 1. I feel this program meets my educational needs better than a standard school program.

SA A U D SD 2. Too much time is spent with Learning Coordinators.

SA A U D SD 3. Knowing that I will be grading my own work causes me to do more preparation on it.

SA A U D SD 4. I do not learn anything from talking with other workers at community site placements.

SA A U D SD 5. This program is the first program in which I have been asked to assist in grading my own work.

SA A U D SD 6. Observing the work of others at community site placements is beneficial.

SA A U D SD 7. My Learning Coordinator's methods of evaluation are fair to me.

SA A U D SD 8. I was able to get the site placements that I wanted.

SA A U D SD 9. We are encouraged to express our opinions to the EBCE staff.

SA A U D SD 10. The information I have gained from this program will help me in my future school experiences.

SA A U D SD 11. Being in the EBCE program interferes with my participation in extracurricular school activities.

SA A U D SD 12. My expectations of the EBCE program were realistic.

SA A U D SD 13. At times, The EBCE staff members seem unaware of the needs of students.

SA A U D SD 14. Student responsibilities in this program are clearly defined.

SA A U D SD 15. I would rather have someone else evaluate me rather than evaluate myself.

SA A U D SD 16. I have learned a great deal from my community site placements.

SA A U D SD 17. My Learning Coordinator helps me obtain information which I can not get from independent study.

SA A U D SD 18. I do not learn anything from my Learning Coordinator.

SA A U D SD 19. My Learning Coordinator's explanations are not clear to me.

SA A U D SD 20. This program has provided me with skills and techniques which will apply to my future career.

SA A U D SD 21. Field trips were a worthwhile experience for me.

SA A U D SD 22. Community Resource Persons provide information which helps me to complete my activity sheets.

SA A U D SD 23. Learning Coordinators recognize that we each have our own needs, interests and abilities.

SA A U D SD 24. Relative to other courses, the grading in this program is more fair.

SA A U D SD 25. Other teachers at my school understand the objectives of the EBCE program.

SA A U D SD 26. I would like to have more outside speakers talk to my EBCE class.

SA A U D SD 27. The Community Resource Persons require me to do tasks which are not related to my participation in the EBCE program.

SA A U D SD 28. My Learning Coordinator's knowledge of other fields helps me understand the field I am studying.

SA A U D AS 29. Because I am in the community most of the time, I miss having social interaction with other students.

SA A U D SD 30 The small group sessions are a waste of time.

SA A U D SD 31. I would recommend this program to a friend.

SA A U D SD 32. In this program, my study time is used effectively.

SA A U D SD 33. I have time to work on activity sheets while I am at community site placements.

SA A U D SD 34. My Learning Coordinator seems very interested in my progress.

SA A U D SD 35. This program is too difficult for me.

SA A U D SD 36. I would like to have more group activities together with EBCE students at other schools.

SA A U D SD 37. I do not enjoy choosing my own educational experiences.

SA A U D SD 38. Because of the EBCE program, I feel that I will study harder in my 12th grade program.

SA A U D SD 39. I clearly understand what I am expected to do when I am at a community site placement.

SA A U D SD 40. This program is superior to other school experiences I have had.

SA A U D SD 41. More time should be spent in class discussions.

SA A U D SD 42. My choice of community site placements is restricted by lack of transportation.

SA A U D SD 43. My Learning Coordinator does not respect my opinions.

SA A U D SD 44. My motivation to study has increased since entering this program.

SA A U D SD 45. I gain more from grading my own work than I do from having someone else grade it.

SA A U D SD 46. My evaluation of my own work is usually lower than my LC's evaluation.

SA A U D SD 47. The individual learning plans (activity sheets) are a waste of time.

SA A U D SD 48. My Learning Coordinator is a competent teacher.

SA A U D SD 49. My parents feel free to talk with the EBCE staff.

SA A U D SD 50. I study less in this program than I did in my last school program.

SA A U D SD 51. I need more time to take courses at my home school.

SA A U D SD 52. I like the activity sheet method of instruction better than other methods of instruction.

SA A U D SD 53. I feel free to discuss problems with my Learning Coordinator.

SA A U D SD 54. Because of the EBCE program, I now have a more postive attitude toward education.

SA A U D SD 55. I benefited from the interviews at the job fair.

SA A U D SD 56. I clearly understand how my in-school activities relate to my community site placements.

SA A U D SD 57. I understand the activity sheets which my Learning Coordinator develops for me.

SA A U D SD 58. The objectives of the EBCE program were clearly communicated to me.

SA A U D SD 59. My attendance in this program is better than in my last school program.

SA A U D SD 60. The time spent with the Community Resource Persons is worthwhile.

SA A U D SD 61. I understand the standards of quality used to grade my work in the EBCE Program.

SA A U D SD 62. The EBCE Learning Coordinators are enthusiastic.

SA A U D SD 63. I have learned how to make better use of my time in EBCE.

SA A U D SD 64. I am given more responsibility to schedule my own time in EBCE.

SA A U D SD 65. I had to learn how to adjust to being responsible for my own time.

SA A U D SD 66. My parents are aware of the EBCE program.

SA A U D SD 67. My parents know what I am doing in EBCE.

SA A U D SD 68. I talk to my parents often about what I am doing in EBCE.

SA A U D SD 69. There is not enough time at my experience site to finish my school work.

70. How did you find out about EBCE?

71. What changes would you recommend for the EBCE program?

72. What do you like most about the EBCE Program?

73. What do you like least about the EBCE Program?